

THE  
**P.T.A.**

# *National Parent-Teacher*

MAGAZINE

May 1960

Dr. Conant Looks at the Junior  
High School

Children, Parents, and Schools  
in Soviet Russia

Time Out for Television



# Objects of the National Congress of Parents and Teachers



To promote the welfare of children and youth in home, school, church, and community.

To raise the standards of home life.

To secure adequate laws for the care and protection of children and youth.

To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.

To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education

*Mental Health Week* MAY 1-7, 1960

## THEME: "Operation Friendship"

The National Congress of Parents and Teachers joins with the National Association for Mental Health and the National Institute of Mental Health in promoting the nation-wide observance of Mental Health Week.

The 1960 goal is to encourage two million citizens to visit their mental hospitals—whether in motorcades, bus caravans, or individual trips. "Operation Friendship" will show the mentally ill how much their relatives, friends, and neighbors really do care about them. It will give two million Americans a firsthand acquaintance with their hospitals, help them toward a better understanding of the mentally ill, reduce the stigma of mental illness, and vividly demonstrate the hopeful outlook for its victims. Assuredly, too, it will foster closer relations between the community and the hospitals.

New this year is a Mental Health Week program to interest young people in mental health careers. Launched by the National Association for Mental Health, the educational program will be sparked by local mental health associations in many communities. There it will culminate in "Mental Health Career Day," on which high school students will learn about the varied job opportunities in this field.

Parent-teacher associations are now making plans for the observance of Mental Health Week. We know you will want to play a vital role in making your P.T.A.'s program a signally successful community event.

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# The Big Nickel



HOW BIG IS A NICKEL? When I was a child it was very big. It was big enough to divide into five parts, and with each part you could buy a penny's worth of mixed candy. You could even choose the mixture, pointing to the dazzling display in the glass case and saying, "I'll have one of these and three of those and two like that," until you had selected your whole penny's worth. Wonderful, wonderful days.

Today the buying power of the nickel has shrunk. Although five-and-ten-cent stores still have "five" in their name, there isn't much to buy for a nickel or even for a dime. A spool of thread costs fifteen cents, and so does a packet of needles. What can you get for a nickel now? A pocket pack of facial tissues, a roll of mints, a package of chewing gum, or a dwarf-size chocolate bar.

Today it takes two or even three nickels to buy what we could get for one a long time ago. Yet despite inflation there's one nickel that hasn't depreciated. That's the nickel from our P.T.A. dues which goes to finance the work of the National Congress of Parents and Teachers. The amount of our all-inclusive dues varies according to the need of the local unit and the state branch, but the portion that goes to the National Congress is everywhere the same. Despite rising costs it has remained constant since 1901. It's exactly five cents per member.

Is there any other nickel investment that brings so incredibly high returns? For five cents a year each of us multiplies by millions his power to work for children's good. To whatever each of us can do individually are added the energies, the insight, and the vision of nearly twelve million others working for the same high purposes through a great national organization. As a member of the National Congress each of us has a right to be proud of the organization's superb accomplishments in the past. Each of us has a share in the productive work of the present, and each of us has a voice in planning a forceful program for the future.



AS YOUR PRESIDENT, I should like to report to you on how your nickels are spent. The work of the National Congress is done by volunteers, who give freely and generously of their time, energy, and talent. Millions of dollars could not pay for the services our members contribute. But the nickels are necessary to coordinate the volunteer effort. They are needed to provide materials that constitute an invaluable body of parent-teacher knowledge and information. They are also needed for services that the state branches and local associations either cannot provide for themselves or cannot provide so economically as the national organization. Together our nickels sustain a united, nation-wide effort to achieve for children whatever is beyond the scope and resources of the local units and state branches working separately.

The nickels enable us to collect the wisdom that resides in P.T.A.'s about strengthening homes, schools, and communities. They enable us to distill that wisdom, package it, and distribute it to 45,500 P.T.A.'s, which then put it to work for the benefit of children in their own communities and states. Every year each local unit receives a free packet of National Congress publications especially prepared to help P.T.A. officers, chairmen, and members do constructive, purposeful



work. The publications are highly practical, attractive, and geared to current problems and concerns.

The nickels enable us to promote study-discussion groups that use the three parent education series published in the *National Parent-Teacher*. Study course articles and helps are tailored to fit P.T.A. needs, as indeed is every part of the P.T.A. magazine. Your official magazine is as sensitive as radar to each new need. It is as responsive as a plucked violin string in sounding each new note in education, child welfare, and community betterment.

THE SERVICE of national representatives helps us in another way to use the collective wisdom of the parent-teacher organization to enrich and expand our work. This, too, is made possible in part by the national portion of our P.T.A. dues. So is field service, through which, at the request of state congresses, staff workers confer with state boards, help to conduct workshops and leadership institutes, and promote cooperation with colleges that train teachers.

In the capital of our country a committee of P.T.A. volunteers labors endless hours studying proposed national legislation that affects children and youth. They testify before Congressional committees. They sit, sometimes far into the night, in the galleries of the House and Senate as the bills are debated, in order to keep us informed of the status of our legislation program. When the crucial time comes, P.T.A. efforts throughout the country are mobilized in support of good legislation or against measures harmful to children's best interests. With membership nickels to pay the costs of essential communication, we are an effective force. Without them, we could do almost nothing.

Our nickels, then, buy vital communication services that enable us to share information, put it to work, and coordinate our efforts. Let me give another example. National chairmen of standing committees keep in touch with numerous sources of information in their respective fields of work. They confer with authorities and attend conferences. They collect, screen, and assemble materials. But all the knowledge they have would be of no avail if they could not share and communicate it. Our nickels pay for sending valuable information, ideas, and materials from the national chairmen to the state chairmen, who put them to good use in their states and communities. They also finance cooperative pilot projects like the ones we are now carrying on in the fields of family life education and health.

OUR NATIONAL HEADQUARTERS in Chicago is the nerve center from which all the services of the National Congress radiate. And it is nickels, your nickel and mine, that maintain the national headquarters and provide the vital services that keep our organization vigorously alive, alert, and productive.

Every year at our national convention, the treasurer makes an itemized accounting to the membership. We know well what materials and services we receive for our nickels.

But over and above the cold accounting are warm, human values. Over and above what can be itemized on paper is the value in itself of a great national organization with a history of accomplishment and a tradition of service and courage. From the National Congress we receive a heritage of wisdom, experience, and vision on which to build anew—and build higher.

From the past we accept the tradition and the challenge to adventure and to achieve. As members of the National Congress, we join with men and women of the past and of the future in the most civilized and civilizing of human ventures—the endeavor to assure for children a world that fosters human excellence, human freedom, and human dignity.

*Harold R. Barker*

*President, National Congress of Parents and Teachers*

## *The President's Message*



JAMES B. CONANT

## Dr. Conant Looks at the

THE FIRST REPORT ON MY STUDY of the American public high school, published a little over a year ago, dealt with the high school curriculum in grades nine through twelve.\* I treated the four years as a unit regardless of whether the school was a three- or four-year high school. But no sooner had I finished my study of grades nine to twelve than I began to hear of new developments affecting grades seven and eight. It became evident that before I completed my final report I must have a look at what was going on in those grades.

This I have been doing with the assistance of Matthew Gaffney, for many years superintendent-principal of New Trier Township High School in Winnetka, Illinois; Franklyn O. White, on leave of absence as principal of Central Junior High School in Greenwich, Connecticut; and Alden Dunham, a member of my staff last year. Among us we have so far visited about 125 schools in 60 communities in 17 states. We have included elementary, junior high, and senior high schools in high-income suburban areas and in the large cities—thus covering a wider range of schools than in my previous study.

Since I have not yet completed my study and have not, therefore, reached any final conclusions, I shall report only on a few important developments in the junior high school grades and indicate some problems in organizing schools to handle these grades.

We found, first of all, that the number of years allotted to elementary, junior high, and senior high school systems varied in several ways: 6-3-3, 8-4, 6-6, 5-3-4, 6-2-4, and even 7-1-4. After having listened attentively to the views of junior high school people who have spent their lives with young students, I still have no clear opinion as to whether grade nine should be in a senior high school or in a separate junior high school. Clearly no ninth grade will have pupils at the same stage of maturity. Their ages alone cover at least a two-year span. Furthermore boys and girls of the same age do not all mature socially, physically, and emotionally at the same time. Therefore it would seem that some boys and perhaps many girls would fare better, in social terms, if the break between junior and senior high school were between the eighth and ninth grades. Others might

\**The American High School Today*. New York: McGraw-Hill, 1959.



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fare better if the break were between the ninth and tenth. However, purely pedagogic considerations might point toward including grade nine with the senior high school.

While I can find no overriding consideration to settle a controversy between the merits of a three-year and a four-year senior high school, I did hear many arguments in favor of an eighth grade of at least 125-150 pupils—an enrollment not usually found in the eight-year elementary school. (And if one accepts my conclusion that the twelfth grade

# Junior High School

*A preliminary and tentative report from the distinguished educator who recently gave the nation his searching study of American high schools.*

should have at least a hundred pupils, the total enrollment in the ninth grade, however distributed among junior high schools, must be at least one hundred and twenty-five pupils because of the inevitable dropout.)

I have been convinced from what we have seen and heard that the eighth grade should be departmentalized. This means four specialized teachers of academic subjects (English, social studies, mathematics, science) and specialists in art, music, home economics, and industrial arts as well. I believe these eight subjects should be required of all pupils in grade eight or in grades seven and eight, though the last four need not be studied every day.

I am also convinced that, ideally, a period of physical education should be required of all pupils every day in grades one through twelve, though the period might well be shorter in the lower grades. However, drastic revisions of the physical education courses may be in order in many schools.

Such a program has implications for the organization of the school day. I am aware that some junior high school people prefer a six-period day, with long periods for supervised study. However, I tend to agree with those who feel that seven periods provide more flexibility and need not create a study hall problem. (I assume at least a six-hour day, exclusive of lunch.) For example, some schools schedule as many as ten periods of English a week for slow readers. In the same schools able students may take five periods of a foreign language in grade eight.

Though it seems to me the eighth grade should be fully departmentalized, I am inclined to the view of those who feel the seventh grade should be considered as transitional between the self-contained classes of grades one through six and the fully departmentalized program in grade eight. Under this plan block time, involving one teacher for two subjects (say, English and social studies), may be desirable if teachers who are enthusiastic about block time are available. But I should advocate some departmentalization, which of course can be satisfactory only if there are properly trained teachers available. Neither the elementary school teacher nor the senior high school

teacher is usually well adapted to give instruction in grades seven and eight.

Clearly the density of population and the cost of taking pupils by bus to a central school, as well as the present building facilities, will often determine whether junior high school should include grades seven through nine, six through eight, or just seven and eight. I have heard, too, that state aid formulas can have a bearing on the organization of the junior high school grades.

## Two Schools or One?

The logic of the arguments I have presented, especially in regard to departmentalization in grade eight, points to a five-year school with a minimum of 125-150 pupils in the eighth grade. The seven-year elementary schools could be located widely throughout the district and need contain no more pupils per grade than those accommodated in a single class, provided all departmentalization and the offering of industrial arts and home economics were postponed until grade eight.

The 6-6 system is found in many different parts of the United States, particularly rural areas. A newly reorganized district might well consider organizing on a 6-6 basis, especially with very small enrollments in grades seven and eight. One advantage of having a combined junior and senior high school in the same building is that the teachers and facilities can be shared by the senior and junior high school students. Another advantage is that such an arrangement may facilitate, though not guarantee, good articulation in the program of grades seven through twelve.

At what point, in terms of numbers enrolled, does the separation of the junior and senior high schools become an economical undertaking? Building expenses and amortization enter the picture, especially since I am assuming that junior high school students should have an adequate gymnasium, auditorium, and library—facilities that are expensive to duplicate—in addition to departmentalized instruction at least by grade eight. I especially wish to emphasize my conviction that both junior and senior high school pupils should have the advantage of a well-stocked

central library with the services of a full-time librarian. Many schools also use classroom libraries to good advantage.

Of course in many traditional 8-4 systems the enrollment in grades seven and eight is so small that few, if any, facilities and little departmentalization can be provided except at considerable expense. In densely populated communities, on the other hand, grade eight may have 150 pupils or more. In this case an 8-4 system may well meet some of the above-mentioned conditions. But the question remains, Are the social needs of adolescents met by such a situation, or should special social provisions be made in the elementary school for treating grades seven and eight as a unit?

At this point I must return to the 6-6 arrangement and note that the possible pedagogic and economic advantages of a six-year school must be weighed against what might be called the social advantages of a separate junior high school. To mix ninth-graders with twelfth-graders is one thing. To mix seventh-graders and twelfth-graders is something else.

I am sorry to report that in many localities the local interest in football and basketball has been almost a determining factor in regard to the junior high school. I cannot help wondering if community leaders as well as the educational profession have done all they can to strengthen the hands of superintendents who, in some localities, are fighting an almost vicious overemphasis on athletics. Colleges, of course, are by and large the worst sinners in this regard, but that the disease had spread to the junior high school was a shocking revelation to me.

I have found increasing interest in the reading competence of pupils and a tendency to introduce remedial reading and developmental reading in grades seven, eight, and nine—in addition to the regular English class. The use of reading level tests in grades seven through nine to help place students in different English and social studies groups seems to be on the increase. I venture to think such tests are preferable to I.Q. tests, since they seem more relevant and easier for the general public to understand. Teachers' opinions, of course, should be given great weight in any scheme of ability grouping.

Among the new trends to be found in a few schools is the identification of the highly gifted in the eighth grade. These students, having finished eighth-grade arithmetic at the end of the seventh grade, may start algebra in the eighth instead of the ninth. Early identification of the highly gifted seems to me to be a most promising development, yet opinion has not yet crystallized as to how large a percentage of the students should be included in this group. If as many as 20 per cent of the eighth grade start algebra in that grade, by no means all of them will be taking the most advanced mathematics courses in the senior year of high school. But that procedure should lead some

pupils in the twelfth grade to a considerable amount of study in courses of college freshman caliber.

Coupled with the Advanced Placement Program, this early identification means that a highly gifted youth could finish college in three years instead of four. Such a shortening of the formal educational period is important for those who are going on to study medicine, law, or the arts and sciences. But the program is suitable only for the very able, and there may be a danger that in a few schools some students without sufficient ability will be guided into the Advanced Placement Program.

## The American Approach

A most interesting development of recent years—one that affects the lower grades and indeed the whole system—is the introduction of what I call the American approach to the teaching of a modern foreign language. Very simply, this approach is based on a hearing-speaking introduction to the language, in contrast to the traditional, or European, method, which starts with translation and the memorizing of vocabulary.

The traditional method, of course, should eventually develop a proficiency to speak the language in question. The Modern Language Association has been sponsoring what I am calling the new American approach, which has incorporated in it many of the advances made by the structural linguists. I think it worthwhile to emphasize the contrast between this revolutionary approach and the traditional approach, for the difference has important consequences for the whole setup of a school system.

Proponents of the new method claim that in a given number of years a pupil will proceed much further in a language than would be the case with the traditional approach. Furthermore, he starts to speak the language at a relatively early age, actually learning to think in the language almost before learning to read or write it. Eventually the goal of both methods is the same—namely, a mastery of the language.

Those who advocate the American method feel that language instruction should begin, preferably, in the third grade—certainly in the seventh or eighth. They say, however, that if the introduction to the first foreign language must be postponed until the ninth or tenth grade the method can still apply.

The case for starting a foreign language by the American method in the third grade is based on the fact that children are much less self-conscious at this age than later on. They are more ready to respond to a teacher speaking the foreign language and to enter into conversation with the teacher and their fellow pupils. It also seems clear that the younger a boy or girl starts a foreign language the easier it is for him to acquire a good accent, provided, of course, that the teacher has a good accent. (It would be an understatement

*Continued on page 35*



# It Must

# "Take"

These five-year-old twins, sedately interested in the vaccination process, live in San Francisco, where cases of Oriental smallpox have occurred in recent years.



© Wide World Photos

## the First Time

LOUIS W. SAUER, M.D.

FOR MORE THAN A HUNDRED AND FIFTY YEARS Americans have been protected against one of the most virulent and disfiguring diseases mankind has ever known. In earlier times it struck whole populations, sometimes killing 40 per cent of its victims, most of them young children, and leaving its survivors pock-marked for life.

Today smallpox is a disease of the past. So rare is it that we hardly give it a thought. After the pediatrician has seen to it that our children are vaccinated or revaccinated at the proper time, we may not think of it again until we read that an epidemic has broken out in some remote spot and that the entire population of the area is being vaccinated.

Or we may plan to go abroad and find that we must have a validated vaccination or revaccination certificate before leaving this country. It must be signed by the vaccinator and countersigned by the local or state department of health. (Its validity expires in three years, beginning eight days after the date of a successful vaccination "take" or from the date of revaccination.) We also learn that the U.S. Public Health Service issues international certificates of vaccination, approved by the World Health

Organization, to protect both ourselves and the citizens of other countries.

During my years as a pediatrician literally hundreds of parents must have asked me to tell them something about what vaccination is and how and why children must be vaccinated. But I never seemed to have enough time to answer all their questions. Now, however, I have a chance to tell parents in print what I often dreamed of telling them in those busy years of active practice.

### The Time and the Place

All immunization procedures are designed for one purpose: to protect our children against needless infection. In the case of smallpox there is simply no other way. Contrary to what some people believe, no one is born immune. *The only protection against smallpox is a successful primary vaccination*, preferably given in late infancy, followed by periodic revaccinations as recommended by the doctor. Probably he will suggest a revaccination at about the time the youngster starts school—at around six years of age. The second will come a few years later, just before adolescence.

*What does it "take" to protect your child against the scourge of smallpox? Vaccination, at the right time and in the right way. A noted authority on immunization explains the theory of vaccination and gives a glimpse into its dramatic history.*

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Most American medical authorities agree that the best time for a primary vaccination is a month or more after the last dose of primary injections against diphtheria, tetanus, whooping cough, and polio. During hot weather, however, smallpox vaccination is usually deferred. Dust and perspiration may increase the itching and discomfort and perhaps cause a secondary infection.

Your doctor will also advise against vaccination if your child isn't in tiptop shape physically or if he has a skin infection, discharge, or severe eczema. It's better to wait until he has fully recovered—but no longer. The earlier he's vaccinated the milder his reaction will be.

"Why do you always vaccinate at the back of the left arm?" parents have asked me countless times. The answer is simple. The back part of the left upper arm is not an easily accessible spot for scratching, and the scar is least conspicuous there. Furthermore, since most people are right-handed and move the right arm much more than the left, the left arm is far less uncomfortable during the peak of the successful "take."

Physicians always caution parents to see that the smallpox lesion is kept dry. For at least a week after it begins to "take," the child must have no tub baths. And he mustn't scratch the scar (it *will* itch), because little fingernails can transfer the virus to other parts of the body and perhaps leave permanent scars there. An easy way to avoid this is to trim the youngster's fingernails very short. Of course, using a shield would prevent any tampering with the lesion, but it would also delay drying, as well as crust and scab formation. That's why the practice is now condemned.

Incidentally, your pediatrician will tell you that the child may get a fever. Unless it goes above 103°F and stays there several days, you needn't worry. The doctor will ask you to notify him, to cut down on the child's food, and to give him frequent and liberal drinks of water.

I have titled this article, "It Must 'Take' the First Time," meaning that a vaccination simply isn't a vaccination if it doesn't "take." (Again let me remind you that there is no such thing as natural immunity against smallpox.) If it doesn't, for any one of a number of reasons, the procedure should be repeated without much delay. The vaccine may have lost its

potency; perhaps it was stored improperly or without sufficient refrigeration. Or possibly the inoculation itself wasn't deep enough to reach the proper layer of skin. If a strong antiseptic was used, it may not have evaporated completely before the vaccine was applied. Whatever the cause, we can only say "Better luck next time, and make that next time soon."

Although smallpox vaccination is only one of five immunizing injections given to young children, it has a unique importance in the history of medicine—in addition to its saving of untold millions of lives. For the discovery of smallpox vaccination was actually the first great victory in the field of preventive medicine. It came in 1798, long before asepsis and antisepsis, when Dr. Edward Jenner, a physician of Berkeley, England, announced to the world that he had found a way to prevent the worst scourge that had ever befallen mankind—smallpox.

### **Venture and Adventure**

The story of Dr. Jenner's life is so interesting and instructive that I think you will find it as fascinating as I always have. He was born in Berkeley, England, in 1749, the son of a clergyman. An unusually single-minded person all his life, he knew from boyhood that he wanted to be a surgeon and went to London in 1770 to study under John Hunter, Britain's leading anatomist and surgeon. Before long he became intensely interested in cowpox infection and its role in the prevention of smallpox. So absorbed was Jenner in pursuing his investigations of the disease that he was forty-three years old before he got around to receiving his medical degree.

Throughout Europe the pestilence of smallpox had struck periodically with such ferocity, and spread with such devastating rapidity, that all efforts to thwart it were futile. It entered the palaces of the rich as well as the hovels of the poor. As one epidemic succeeded another, almost everybody contracted it. Only the survivors of the disease could care for the sick. Pockmarked, sometimes horribly disfigured, they were at least immune to a further attack. Since this was common knowledge, parents often intentionally exposed their children during a so-called "mild" epidemic, hoping that they would be protected against future severe epidemics. To their dismay, however, many children contracted the disease and many died. After several generations of such heart-rending mistrials, willful exposure was condemned, then abandoned.

Three decades before Jenner was born, Lady Mary Wortley Montague, wife of the British consul in Constantinople, had brought back to London from Turkey some interesting medical news. In Turkey, she reported, it was a rather common practice to take pus from a scab of a person afflicted with smallpox and inject it into the skin of nonimmune children,

who apparently always survived. The method gained a few adherents and many opponents in England. Lady Mary's own children were inoculated in this way, as were the children of the royal family. But by this time another fact which had been widely observed—that milkmaids and other people infected with cowpox became immune to smallpox—took on greater significance.

Indeed it was this apparent relationship between smallpox and cowpox that led Dr. Jenner to conceive his theory of smallpox immunity. Once conceived, the idea became an obsession that he diligently pursued for almost three decades. He kept accurate notes on the course of cowpox in animals, especially on the udders of milk cows, as well as on the hands of milkers. His observations included data on the exposure of these people to cowpox and on their immunity during later smallpox epidemics.

By 1796 Edward Jenner was convinced that inoculation with cowpox virus and later with smallpox virus should be tried on young children who had never been exposed. Naturally, many parents were unwilling to have such an experiment performed on their own child. Fortunately Dr. Jenner was a physician of the highest rank, with a charming personality and a convincing sincerity. And on May 14, 1796, the parents of eight-year-old James Phipps immortalized the child by consenting to have him vaccinated.

Jenner did not inoculate James with the lymph from a cowpox pustule on a cow but from the hand of an infected milkmaid, Sarah Nelmes, and her name too has gone down in medical history. Soon afterward James contracted cowpox. Later, when he had completely recovered, Jenner inoculated him with pus taken from a smallpox lesion of a stricken adult. Jimmy remained well. After a period of time Jenner reinoculated the boy with virulent pus from another smallpox patient. Again Jimmy remained well.

### "You Were Right, Dr. Jenner"

Edward Jenner, M.D., of England had discovered a method whereby the human bane of smallpox could be prevented, the method to be known as *vaccination*. Was the discovery hailed by thousands of grateful men and women? It was not. Even his fellow professional men were skeptical. When he submitted a report to the Royal Society of London ("An Inquiry into the Cause and Effects of the *Variolae Vaccinae*, a Disease Known by the Name of Cow-Pox") it was rejected with the admonition that "he should not risk his good reputation by publishing such an experiment."

Undaunted, Jenner continued his observations and tests for another two years. Then he published a seventy-five-page dissertation, with four plates, in color, showing lesions in various stages of "taking." In the course of time other doctors tried his method of inoculation—always with success.

J m p f s e i n.							
Pl.	Name of Person	Vaccination by	Wier	Age	Reaction	Serial Number	Signature
Baden, Germany	James Phipps	Edward Jenner	7 months	May 14 1796	Good	No. 9/1001	Ed. Jenner

*James Phipps was the first child vaccinated by Jenner*

© Louis W. Sauer

A vaccination certificate issued to Dr. Sauer's grandfather in 1827 at Baden, Germany. Present-day certificates are less complete. The headings may be translated as follows: Place, Name of Parents, Name of Person Vaccinated, Age, Date, Reaction, Serial Number of Vaccination Form, First or Second Time Vaccinated, Name of Vaccinating Physician.

Finally, on June 2, 1802, the British Parliament publicly acclaimed Dr. Jenner for his lifesaving discovery and presented him with an award of ten thousand pounds sterling. Five years later Parliament granted him an additional award of twenty thousand pounds—making the total gift equivalent to a hundred and fifty thousand dollars. The physician continued to live modestly in his home town and spent much of the money to promote vaccination throughout Europe. Some of it, however, he devoted to the person who had made his victory possible—James Phipps. Jenner built Phipps a home and with his own hands planted a rosebush, a token of his heartfelt appreciation for the unique privilege James' parents had granted him.

In 1837 a life-sized monument to Edward Jenner was erected in London's Trafalgar Square. This final tribute came fourteen years after the physician's death and nearly forty years after he had announced his classical discovery to the world—the first landmark in prophylactic medicine, one that has served as the basis of the modern science of immunology.

*Louis W. Sauer, M.D., pioneer immunologist and pediatrician, is associate professor emeritus in pediatrics at Northwestern University. Among the many honors he has received is a distinguished service award from the University of Chicago.*

YOUNGSTERS everywhere are lovable and appealing. Russian children, as we saw them on a recent visit to the Soviet Union, are beautiful, intelligent, and inquisitive, just as children in the United States are. But when they are grown up, they are different from us in outlook and ideology. It is the kind of education they have had that makes the difference.

Training, or education, in the Union of Soviet Socialist Republics begins early, and for many it continues into the adult years. Throughout this vast nation the Soviet people have a firm conviction that their goal of "catching and surpassing" the United States can be attained only by a universal dedication

government. During the child's early years his parents are always close by, especially his mother, and they may choose whether to take him home at night or leave him at the center.

Under the Russian socialist system, in which the government owns business, industry, and agriculture, and controls health services, medical care is provided for women during pregnancy and for mother and child after the child's birth. Each center has a physician and a nurse available at all times. We visited one nursery-kindergarten, associated with the University of Leningrad, where there was a nurse on duty for each room of thirty children.

*An American educator's perceptive examination of Soviet education highlights some cherished American practices that too often are taken for granted.*

## CHILDREN, PARENTS,

to a specific plan of Communist education. That plan, they believe, is the reason why Communist countries have moved so rapidly toward their industrial and economic objectives in recent years. This confidence in education, together with the tremendous educational effort—both so conspicuous in the Soviet Union—seems to affect, and infect, every family, children and parents alike.

### Before the Twig Is Bent

Russian psychologists long ago emphasized the importance of education at an early age. Their convictions bore fruit in the nursery and kindergarten schools that are scattered all over the Soviet Union today. Every year there are more and more such schools, and there are plans for still more elaborate expansion in the future.

Why do the Soviets concentrate on preschool education? First, the state wants to indoctrinate children in Communist concepts, and indoctrination cannot begin too early. Second, the state needs and wants women in the labor force. If mothers are relieved of some household responsibilities, they can do some kind of useful work that will help the national economy. For instance, many of them become workers in plants and factories, which are increasing rapidly.

Usually a nursery school or center for young children is connected with a farm, factory, or other enterprise where a group of people are at work for the

When the child is seven years old his compulsory education begins. He enters the first grade and there starts his formal, academic training. Under the school reorganization law of December 1958, he is required to remain in school through grade eight. Customarily he will remain through grade eleven for a program of secondary education that combines study and work experience.

This is the pattern of public education in all the fifteen republics of the U.S.S.R. It covers the years of childhood and adolescence during which the P.T.A. in the United States works so effectively with the public schools. Is there anything like the P.T.A. in Russia? In the Soviet republics some individual parents and some parent committees work with the schools, but their purposes and activities are as different from those of the P.T.A. as are the two nations from each other.

### Parent Cooperation in Two Countries

Two years ago the President of the United States urged P.T.A.'s to study the curriculums and standards of their schools. In response to that assignment the National Congress of Parents and Teachers published a pamphlet, *Looking In on Your School*, to help P.T.A.'s as they undertook this task in cooperation with school officials. From the Russian point of view it would be bordering on treason for eleven or twelve million people to "look in on" their schools





through an organization composed largely of lay people. It would be unthinkable to permit laymen to suggest or recommend possible changes in the curriculum or the pattern of school organization.

The launching of the Soviet school reorganization plan of 1958 illustrates this attitude, which is so different from ours. A high-ranking school official told us that the plan was made public before any of the proposed changes were actually put into effect. Yet not one person questioned the advisability of this major alteration in school reorganization and curriculum. Imagine what would happen in the United States if a law were proposed requiring children to

## AND SCHOOLS IN Soviet Russia

J. C. MOFFITT, *Superintendent of Schools, Provo, Utah; Second Vice-president, National Congress of Parents and Teachers*



A parent committee is invited to the school.



spend two days of each week working in a factory or on a farm, as the Russian reorganization law does! The P.T.A. would undoubtedly have some questions to ask.

No, the P.T.A. has no counterpart in Soviet lands. Nevertheless Russian parents cooperate with the schools—on what appears to be a no-choice basis. "Cooperation" is, in effect, compulsory. When a parent or a committee of parents in Russia is invited to the school, what is expected of them? Usually the call means trouble for some child or children, but its purpose can be understood only in terms of the Soviet notion of children in a completely classless society.

No Soviet, not even the most capable psychologist, will admit that children can differ in intelligence and ability to learn. To do so would be a violation of the entire theory of Communistic socialism and basic Soviet law. To recognize individual differences would be to admit the possibility of an intellectual aristocracy, and this a good Soviet cannot accept. Therefore, except in especially approved instances for experimental purposes, teachers and other people are prohibited from giving intelligence tests. The theory is that any child who is behind his grade or age group is lazy. If he would just apply himself he would achieve like all others. The slow achiever, whatever the real reason for his difficulty may be, becomes troublesome to the school. His under-

achievement means the parents or the parent committee must go into action. So they are called in to the school. Thus in a Soviet school to "look in" means "Look out!"

Soviet school children all have "day books" in which the teacher records laziness or low achievement in school work. These reports are sent regularly to parents and may be used by the parent committee as a pressure device to make the child and his parents put forth more interest and effort.

To go with the theory of uniform ability, there is a uniform curriculum with a single-purpose design. Although each republic has its own minister of education, the ministry has no real freedom. Orders come down through a hierarchy of boards of education. All the republics are committed to the one unalterable curriculum, which is the same for all children, regardless of their ability or needs.

Yet Russia does have an educational research program whose aim is to determine whether changes are needed. It is carried on by the Academy of Pedagogical Science. This is a self-perpetuating organization with approximately one thousand workers, six hundred of whom are classified as scientists. The Academy, we were told, is not a teaching institution but is made up of a number of research and learning agencies. From research findings it makes recommendations directly to the Communist Party authorities. No person or group is permitted to experiment with any phase of education or to deviate from the prescribed curriculum or principles except as assigned to do so by the Academy. Obviously under this procedure no parent committee or other laymen can have any influence whatever on children's education.

### The Twelve-Hour Day

Adult education programs are important in the total educational effort. The people of the Soviet republics are almost universally dedicated to education. Hence parents constantly seek to continue their academic studies. Large numbers of young parents who work eight hours a day in factories or offices or on farms attend school for four hours in the evening.

Education does two important things for them. First, it improves their skills so that they can increase production and, second, even in a so-called classless society it provides a degree of social mobility. For some people it is the avenue to a university. At any rate, the adult who is both worker and student gains prestige, since laboring in the day and studying in the evening are evidence of loyalty to Communist ideals.

And so young parents flock to evening schools and crowd the bookstalls to buy books and magazines. Their enthusiasm advertises their devotion to Communist purposes. To their children these young parents have a paramount duty which parallels that of the schools: to pass on to the child a patriotic love



and a passionate loyalty to the socialist principles advocated by Lenin and perpetuated by Stalin.

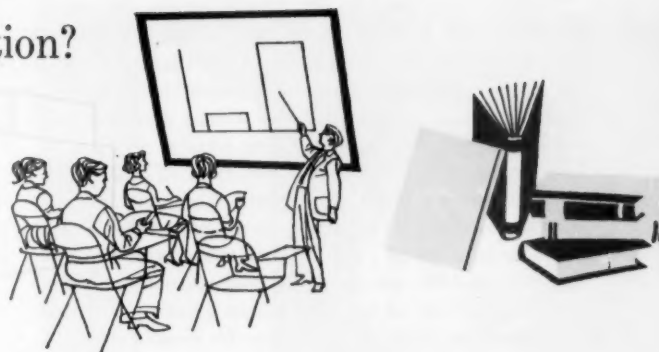
The visitor to Russia can hardly fail to realize that a major purpose of Soviet schools is to instill in children a love for the principles of "Father Lenin." We never went into a classroom—and we visited many—without seeing in a conspicuous place a picture or a statue of Lenin. There was one in every corridor and school entrance, too, usually surrounded by colorful posters proclaiming the glories of Communism.

The family and the school, then, have the common major purpose of indoctrinating children with Lenin's teachings. The family is honored when the child at seven years of age becomes an Octobrist. At ten, if the youngster is loyal to the ideals of the school and a good worker, he becomes a Young Pioneer. For the next five years, through school and school-allied agencies such as Pioneer palaces, Pioneer houses, and youth camps, he participates in "fun" activities directed toward the Communist ideal.

"It is a great hurt not to be a Pioneer," one school director told us. Both the child and his family are disgraced, and the parent committee also shares the blame for his failure.

Children in the U.S.S.R., let me repeat, are wonderful, as all children are. One wishes for them what we wish for our own children here in the United States: "opportunities to realize their full potential for a creative life in freedom and dignity." And one leaves that vast portion of the world saying, "How wonderful it would be for democracy if parents and teachers the world over could help in the process of decision making wherever and whenever educational decisions need to be made. How wonderful it would be for children if every school had a parent-teacher association. How wonderful it would be for the dignity of man if the people, all the people everywhere had the freedom of choice that is found in these blessed United States of America."

# What's Happening in Education?



● *Nowadays our children have to take so many printed "standardized" tests that I wonder what they're used for and if they're all necessary. If the teachers know their jobs and make up their own examinations, why should children have to take any more tests?*—M. E. S.

You aren't the only one who's confused—and curious—about standardized tests. Hundreds of other people are too. In fact, the 1960 meeting of the American Association of School Administrators devoted a group session to those tests—why they are given and what they do. From one of the speakers, Henry J. Chauncey, president of the Educational Testing Service, came some excellent answers. I shall therefore quote him liberally.

"Schools," said Dr. Chauncey, "use standardized tests to gain information about each individual student that will help them to offer that student the best possible education and will enable him to understand, and make use of, his own potentialities. In other words, tests can and do provide useful information for both the student and the school.

"Tests . . . help identify students' abilities, appraise their achievement, guide them toward academic and vocational goals, and assist them toward admission to college or scholarship awards."

He cited several examples of the effective use of tests, quoting from accounts of actual cases reported by teachers, guidance counselors, and college admissions officers. Here is a teacher's report on fourteen-year-old Joan, who had an I.Q. of 131 on one test and 134 on another and who, on a battery of tests measuring basic skills, ranked at the ninety-sixth percentile:

"When Joan began planning for the tenth grade, she asked to be changed from the academic to the commercial course. She said her parents did not believe in college training for girls. A conference with the parents revealed the family's conviction that their financial condition put college out of her reach.

"After we pointed out her test scores and her potentialities, her parents agreed that Joan's chances for success should not be hampered. We discussed

ways by which scholarship funds and our job-placement facilities could help her get a college education.

"The scores of the standardized tests convinced Joan's parents of her ability far more than did her report cards, although she had made an average of above go all during junior high school."

Another case was reported by a high school guidance counselor in a large city:

"Roger was a quiet boy, the kind who causes no trouble, therefore goes by unnoticed. That was the story of his life—just going along with the group.

"The picture changed when Roger took a series of standardized tests in grade eight. His teacher was amazed to find that he scored high above grade level in achievement tests and that his I.Q. was about 136. Roger has since been encouraged to be more outgoing and has responded favorably. Today, as a senior, he stands almost at the head of his class, is a class officer, has a five-piece dance band. . . .

"I believe Roger might have gone through unnoticed had not the test results jolted his teacher into realizing that she was dealing with a superior student who was in a shell and needed help to mature."

Dr. Chauncey went on to tell about an eighth-grader, Barbara, who had an above-average school record and an I.Q. of 128. In the eighth grade she was put in an advanced, rapid-progress group, but her grades went down and down until she was in danger of failing two subjects. Thinking that her abilities had been overestimated, the teachers planned to move her out of the advanced group. Then she was given a mental-abilities test and scored above the ninetieth percentile on all parts. The guidance counselor, Dr. Chauncey tells us, summed up his conclusions in this way:

"It was evident from these test results that, despite her dropping marks, Barbara possessed excellent capabilities. A more thorough investigation revealed a home problem that, it was felt, might be the source of the trouble. . . . Without the test information Barbara would have been considered a lazy student and handled in a manner that could certainly have made her situation worse."

Another case cited by Dr. Chauncey was described by an admissions officer at a large university for men:

"We recently had to decide what student should receive a special scholarship, available to an undergraduate with 'unusual creative ability and stamina' in writing, art, or music. There were a number of candidates, and the decision was close. The scholarship went to a senior with unusual talent as a painter and a good three-year record in all his courses.

"The interesting point is that this student would never have been accepted for admission three years ago on the basis of his high school grades alone. He came from a high school where he ranked 87 in a class of 146. Yet his school principal felt that the boy had great potential, and fully endorsed him.

"Then the boy's College Board scores came in. They were not startling as far as the achievement tests were concerned, but good enough. And the Scholastic Aptitude Test scores, particularly the verbal, were 'way up there. We accepted the young man on the strength of his test scores, which, in effect, supported the high school principal's evaluation of the boy's promise."

The last instance mentioned by Dr. Chauncey made an important point about using tests and test results.

"John, an eighth-grade student, always did very poorly on standardized tests, though his school grades were satisfactory. His I.Q. on a group test was 82; his scores on a battery of aptitude tests ranged around the fiftieth percentile. John was about to choose his first-year high school course, and his teachers were in doubt about what to recommend. The guidance counselor reported his action thus:

"If the test results alone had been used, I might have made a snap decision. However, upon careful investigation of the test papers, I discovered that John had made only three mistakes on the questions he answered in the intelligence test. His score was low because he was a slow worker, and simply did not answer enough questions. When I looked into the aptitude test results, the same picture presented itself.

"John obviously did not belong in a fast group, and he needed help in learning to work more rapidly. Yet his school grades indicated that he was capable of handling college preparatory work once he picked up some speed.

"The test results, just like any group of figures, presented an erroneous picture of John's capabilities. But . . . test results are seldom misleading if the person dealing with them investigates all the facts."

Dr. Chauncey closed his clarifying discussion by quoting John Gardner, president of the Carnegie Corporation of New York: "Nothing is more deeply rooted in the American philosophy than our determination to give every individual the opportunity to realize his potentialities, and tests can help enormously in that task." —WILLIAM D. BOUTWELL

## Helping Young America Grow in Freedom

A nation is people

A nation is land

A nation is spirit

We the people of this land have the spirit to provide whatever our children need to be their best and happiest selves. This spirit is visible in the 1960-61 parent and family life education programs to be published in the *National Parent-Teacher* beginning next September. The general title is the same as the theme of the 1960 White House Conference on Children and Youth, "Helping Young America Grow in Freedom." It was chosen so as to relate the programs to the Conference findings, which must now be put to good use in our homes, schools, and communities.

The P.T.A. magazine's forthcoming programs will consist once again of three series of articles: one on preschool children, one on school-age children, and one on adolescents. The topics for the three series are as follows:

### PRESCHOOL COURSE

- SEPTEMBER Just What Kind of Parent Are You?
- OCTOBER The World from Three-Feet-High
- NOVEMBER Getting off Self-Center
- DECEMBER Freedom Develops by Degrees
- JANUARY Preschoolers Are Work-minded
- FEBRUARY No Need To Treat Them All Alike
- MARCH Some Don't Want To Be Hugged
- APRIL What Is He Trying To Tell Us?

### SCHOOL-AGE COURSE

- SEPTEMBER Watch Out for the Pendulum Swing
- OCTOBER What Price Parent-Pals?
- NOVEMBER Spurring Their Progress in School
- DECEMBER Are We Rushing Children into the Social Whirl?
- JANUARY Are School-agers Athletics-Happy?
- FEBRUARY If He Doesn't Snap Out of It
- MARCH A Direct Line to Johnny's School
- APRIL "Are We Moving Again, Mommy?"

### ADOLESCENT COURSE

- SEPTEMBER Are We Squeezing Out Adolescence?
- OCTOBER Teens and the Family Team
- NOVEMBER What's the Score on Juvenile Delinquency?
- DECEMBER The Fourth R—Right-and-Wrong
- JANUARY The School of the Future
- FEBRUARY Can Teen-agers Make a Go of Marriage?
- MARCH Don't Let Tobacco Trap Your Teen-ager
- APRIL The Lonely Youth of Suburbia



### A Moving Story

The streets have the familiar names; the houses bear the old numbers. But they aren't the same streets or houses. Formerly the inhabitants of Tema, in Ghana, lived in mud-walled, tin-roofed shacks, with few conveniences and little sanitation. Now they live in bright new homes in a town that the government has built especially for them not far from their old settlement. The villagers had to be moved because the sites of their homes were needed for the buildings of a splendid new port that the government is constructing at a cost of thirty million dollars. How did the villagers feel when the government trucks drove up to transport them and their belongings to their fine new homes? They were weeping as if their hearts would break. The government knew that progress must not be held back; the men and women of Tema knew only that there is no place like home.

### Toward Atom-ation

What do we need to make a better world? Radioisotopes, says Willard F. Libby, a nuclear authority, in an Atomic Energy Commission report. Radioisotopes are ray-emitting versions of ordinary chemical elements, a by-product of atomic reactors. In the future, says Dr. Libby, they may solve the world's food problems and hasten the day of completely automatic factories. Radioactive materials have already improved fertilizing practices, increased crop yields, helped to combat insect pests, and produced hardy new crop varieties. Some day they may turn barren regions into fertile fields. Even if all other possible benefits of nuclear energy fail to materialize, Dr. Libby believes the use of radioisotopes may justify the time and money our nation has invested in atomic projects.

### "Talking Turkey" in Turkish Education

Turkish school children could recite their lessons word for word, but they couldn't think for themselves. University teachers complained that the students hadn't learned to reason effectively.

There must be something wrong with the teaching methods used in Turkish schools, reasoned Mrs. Adnan Esenis, one of Turkey's leading educators and directress of the Atatürk Girls Lise (school). Mrs. Esenis had studied in the United States as well as in a Turkish university. She took her problem straight to the parents. Already concerned about their children's unsatisfactory progress, the parents were more than willing to listen as Mrs. Esenis stated her views in her gentle, earnest way. The school program was so heavy, she explained, that teachers had to rely chiefly on the lecture system. This forced the students into passive memorizing and denied them the chance to develop their reasoning ability.

Working through their legislators, the parents caused the government to seek solutions. Permission was given for Mrs. Esenis and her teachers to try some newer methods. The number of school subjects was reduced in favor of individual study, field trips, and group projects. Elective subjects were introduced, including homemaking, typing, ceramics, ballet, and modern languages.

Now all Turkey is watching with excitement and increasing satisfaction the results of Mrs. Esenis' experiment. The student projects have been so successful that the school recently obtained a Ford Foundation grant for enlargement of the handicraft program and the purchase of a new kiln. After graduation most of the girls go on to a university to train as doctors or engineers.

It is a brilliant beginning, but educational reform in Turkey still has a long way to go. Forty per cent of the population cannot read or write. Despite a compulsory



education program, about seven hundred thousand children never go to school because there are not enough schools or teachers. Only 2 per cent of Turkey's children graduate from high schools or teacher training institutions. So the little group of dedicated teachers are wasting no time congratulating themselves on what has been accomplished. As Mrs. Esenis says, "There is still real work ahead of us."

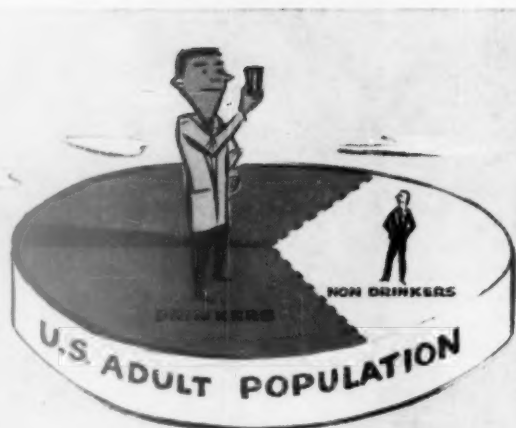
### Burma Brightens Up

A clean-up drive is taking place among primary-school youngsters of Burma, where seven million of the country's twenty million people are under fifteen years of age. Children are helping each other to keep hair, teeth, and fingernails shining and clean. They are also learning to prepare for themselves the dried milk that comes to them from the United States through UNICEF. Burma itself, in accordance with UNICEF's traditional "matching principle," is contributing to the program more than twice what it receives from the agency.

Schools, parents' committees, neighborhood and civic clubs, family agencies, and even international groups are joining in the campaign to help Burmese children. Beginning in the cities, the drive has fanned out into the rural districts, where student trainees teach the villagers better living habits. UNICEF happily reports (though it refuses to take all the credit) that in the nine years between 1948 and 1957, infant mortality in Burma dropped from 266.8 to 157.3 per thousand.

### This School Keeps Rolling Along

The nomadic native inhabitants of Australia (called aborigines), living in tribes scattered through the sparsely settled interior, are now receiving the benefits of modern education through an unusual plan. The Lutheran Church of South Australia is sponsoring a roving school program. The teacher, himself an aborigine, moves with the tribe in a jeep, which draws a caravan used as living quarters. He sets up school under a rare desert tree, or under the shade of one of the water tanks usually found at water holes. Since the central need of aborigine education is thought to be the teaching of English, the curriculum centers on this subject.



**Two thirds drink**

© Cleveland Health Museum



**for the Alcoholic:**

SEVERAL TIMES EACH DAY the telephone in my office rings, and the nearly frantic voice at the other end asks where to turn for help for an alcoholic wife, husband, brother, or father. Other calls come from employers. They are reluctant to dismiss a worker whose skill and experience represent a valuable investment, but they also realize he is a liability if he continues to drink excessively. They are searching for a way to salvage his assets. Another call may be from a clergyman seeking treatment for a church member who is recklessly destroying himself and his family. Or a judge may telephone to say that probation can work for a defendant only if he can conquer his alcoholism.

These petitions are prompted partly by compassion for unfortunate fellow beings. But an equally compelling motive is the growing awareness that each of the estimated five million alcoholics in our nation is a tragic waste of human potential. It is a waste we cannot afford.

### **Help Wanted . . . Help Available?**

Alcoholics who wish to recover can be helped. There are facilities in many communities, although the supply is certainly far short of the need. However, we often spend so much time bemoaning our lacks that we fail to recognize and make the best possible use of the resources we have. What are they?

About four fifths of the states support some kind of program in the field of alcoholism. Some states maintain specialized clinics in the larger cities to

offer direct service to patients. Other states provide technical or financial assistance to local facilities, such as hospitals, mental health and medical school clinics, and health centers. Some states concentrate on research and on education to arouse public interest in a health and social problem from which no community is immune. This in turn encourages the establishment of treatment and information centers.

Specialized clinics for treating alcoholism, however, are still few in number. Even if they increase, it is doubtful that they can or should meet the total treatment requirements. In my own city of Cleveland there are an estimated forty-six thousand alcoholics, and this figure does not include the heavily populated suburbs. The Cleveland Center on Alcoholism has a staff of three full-time and four part-time professional workers, trained in the fields of social work, psychology, psychiatry, and medicine. This is more adequate staffing than in most clinics, yet we can provide treatment for only a small fraction of the total need. The same is true of clinics in other communities.

Is there a way out of this impasse? A necessary step is to encourage many kinds of professional workers to share responsibility for recognizing and helping alcoholics. Among these are physicians, clergymen, social workers, nurses, personnel managers, and probation officers. One of the most important functions of a specialized clinic is to increase the number of treatment resources that will be available in communities. It does so through education and demon-

*Alcoholism warps and wastes human lives. Too often it disrupts families and blights children's wholesome development. If we would reduce the ravages of this destructive disease, our communities must provide informed, friendly assistance to help the victims of alcoholism fight their way back to health and the good life.*

## A Community Responsibility

HERMAN E. KRIMMEL

stration of the fact that many types of professional people are competent, or can become competent, to help alcoholics.

For example, a specialized clinic can hold institutes and workshops to help these people deepen their understanding of alcoholism and improve their skill in treating it. If centers can be associated with universities they are in a particularly advantageous position to make knowledge and training available to students in the professional schools. They thus help to assure communities of a more adequate supply of professional school graduates who understand the problems of alcoholism and alcoholics.

What other resources do communities offer? Help for the alcoholic may be found at, or through, a family service agency, hospital, mental health clinic, or health center. There may be a chapter of Alcoholics Anonymous, which will be listed in the telephone directory. There are also the state programs I mentioned. These are carried on by state health

or welfare departments or by a special commission or agency.

A council of parent-teacher associations might perform a valuable service by finding out from the appropriate state agency what services are available and then publicizing them. The council might plan a public meeting and have a speaker from the agency or from a specialized clinic describe the facilities available in or near its community or discuss ways of securing needed resources. Another source of information on the nearest existing facilities is the National Council on Alcoholism, Incorporated, 2 East 103rd Street, New York 29, New York. Upon request, the Council also helps citizen groups who want to provide more community services for alcoholics.

### The Road to Recovery

What is involved in the treatment of an alcoholic? The essential first step, of course, is his own determination to stop drinking. But to effect a beginning, the alcoholic needs to be accepted as a human being with a problem rather than scorned as a drunk. It is distressing to discover how few have been able to find this understanding, even among professional people. Certainly understanding is not restricted to specialists who treat alcoholics. It must be offered wherever the alcoholic first seeks help, whether in the minister's study or the office of a physician, a social worker, a psychologist, or a personnel manager. This is why it is so important that knowledge about alcoholism be included in professional education.

Any one of a variety of professional persons may be able to support and counsel the alcoholic through the long struggle to recovery. No single profession holds the patent on successful treatment, for alcoholism is not a simple problem. Its causes are various, complex, and not completely known. The mistake of labeling it as one type of problem—social, medical, or psychological—has hampered many of its victims in their search for help. For instance, if a person is convinced, erroneously, that alcoholism is exclusively or primarily a psychiatric problem he may not seek help because of the high cost of therapy. Some alcoholics need psychiatric treatment; many do not.

Frequently alcoholics require the services of more than one profession. The social worker or clergyman may have to enlist the aid of the physician, who can play a vital role with drug therapy. Some alcoholics respond most rapidly to anti-alcoholic medication, and this must be prescribed by a doctor. The medication most widely used now is a form of disulfiram known by the trade name of Antabuse. In the absence of alcohol it is harmless to most patients, but if a consistent user takes a single drink he becomes violently ill.

Medication serves as a kind of inner policeman to remind the patient that he must not imbibe at any time. It can be most helpful to patients like the man

who said he seemed to have magnets in his shoes; they were irresistibly drawn to complementary magnets in taverns and bars between his office and home. (Of course, he was usually drunk at journey's end.) But awareness of medication in his system broke the magnetic attraction.

Medication can be used only at the discretion of the physician. It is not a resource for the unhappy wife looking for something to slip into her husband's coffee "to make him really sick the next time he takes a drink." Medication never provides the complete answer, although it may sometimes help. There is no capsuled panacea.

Many alcoholics have sadly neglected their health, and medical services are imperative for them. But alcoholism, let us remember, is not solely a medical problem. Even if the doctor happens to be the initial point of contact, he too may have to enlist the services of others—the social worker, the psychologist, or any one of several agencies: employment, recreation, or family counseling.

### The Turning Point

Perhaps the most crucial phase in treating the alcoholic, once he has stopped drinking, is finding something to replace the drinking. This is an absolute necessity. When a problem drinker abstains he leaves a large, gaping space in his life that must be filled with interests and activity. Often a job or a more satisfying family life fills the gap, though many patients need a little time to learn once again how to enjoy their families.

A fifty-five-year-old patient went back to school to learn the real estate business. A middle-aged woman was persuaded to replenish her wardrobe with homemade clothes, and eventually she was supplementing the family income by sewing for others. It doesn't make any difference whether the recovered alcoholic collects Indian artifacts or trains fleas as long as he has an absorbing, satisfying interest. Indeed one of the significant advantages of the Alcoholics Anonymous program is that, through group activities, it does provide that interest.

Alcoholics Anonymous was started in 1935 by a New York stockbroker and an Akron, Ohio, physician, both of whom were alcoholics. At that time there was little or no help for problem drinkers, who were regarded as moral derelicts rather than as sick people. The new group extended acceptance and understanding to men and women in desperate need. Today the only requirement for membership is an admission that one is powerless over alcohol and a genuine desire to do something about it. Over the years, A. A. has earned the admiration and gratitude of thousands who have found in its program the road back to health, self-respect, and good living.

The A. A. program has made another significant contribution: The first and most important step in

treating any alcoholic is to get him to stop drinking. The inability to accept this simple principle has frequently nullified the efforts of some therapists, who believe they must discover the cause of the patient's alcoholism before they can treat him. A. A. has demonstrated that for some alcoholics, at least, this is not necessary.

A. A. has inspired two auxiliary groups. One is Al-Anon, which is composed of nonalcoholic spouses and relatives who are trying to find workable answers to their common problem. Most heartening, too, is the recent emergence of Alateen groups. These are the teen-age sons and daughters of alcoholic parents. They meet in an effort to understand and cope with the difficulties in their families. The meetings enable the burdened young people to "talk out" the problems that alcoholism creates in their family lives.

The success of A. A. has persuaded some people that here is the alcoholic's only resource and that if he cannot succeed in the A. A. program there is no hope for him. This, it must be emphasized, is not true. It is a serious mistake to think that any resource is the only one. Actually the A. A. program reaches no more than 5 per cent of alcoholics. For some it does not work; for others it is, by itself, not enough. This is not a criticism; as I have indicated, there is not, nor is there likely to be in the foreseeable future, any single program that works for all or even most alcoholics.

The important thing is to put all community facilities to work, to enlist the cooperation of all the agencies and professional personnel. Only in this way can we provide the resource or combination of resources suited to the individual who seeks help. It may sound costly and time consuming, but it is a small price to pay for salvaging a human being and his family.

### Building Community Understanding

Inevitably the effectiveness of agencies is influenced by the climate in which they exist. Therefore public understanding of the problem and nature of alcoholism is vital. The work of agencies can be seriously hampered if the community clings to outmoded concepts of the alcoholic as a worthless Skid Row outcast or an incorrigible sinner, instead of accepting him as a sick person in need of treatment. Being human, some professional people may also reflect these attitudes.

If the community sentiment is antagonistic, alcoholics may refuse to seek assistance even if the agencies are there ready to serve. They and their families may hide in shame unless an informed and friendly community encourages them to ask for help, and provides it when they ask.

It is frequently the spouse or relative who must first seek aid, because the alcoholic may be the last to recognize his illness. Many, perhaps most, of the



initial calls to clinics and agencies come from those who want to know, "How can I get my husband to accept treatment?" They may have to learn that threatening an alcoholic is useless unless the threats are carried out. They may have to learn that many alcoholics will not do a thing about their problems until they face a crisis, and sometimes that crisis has to be created or at least nudged along. They may have to learn that drastic measures, when necessary, can be constructive if viewed as a beginning rather than as an end in themselves. These may well be preliminaries to any professional contact with the patient.

Relatives and spouses often have to make the patient see that accepting help is a sign of strength instead of weakness, but first they have to accept this principle themselves. Alcoholics, a notably insecure group, commonly view "surrender" to treatment as another sign of failure. It means they cannot "do it themselves," as strong people presumably should. They may abhor the "crutch" of medication. Only the encouragement of those around them can dispel these fears. The immediate family can be an important source of strength to the alcoholic and should certainly be included among the resources for helping alcoholics.

Alcoholism is a formidable foe. Any successful attack will require a cooperative effort, and in that effort the P.T.A. can and should play an important role. Part of the job is to educate the community in

an understanding of the problem of alcoholism. Another part is to persuade people to use whatever treatment facilities are available—hospitals; mental health clinics; churches; and family service, health, and welfare agencies. A third, and extremely important, part of the job is to increase the possible resources for help by convincing agency personnel and all other professional people in the community that they can and must play a role in the treatment of alcoholics.

Far too many social workers and clergymen insist that only the physician can help alcoholics. Far too many physicians try to pass the responsibility on to the psychiatrist. And far too many of all kinds of people try to ignore the problem entirely. Alcoholism is a problem in cooperation, and alcoholics are everybody's problem. The parent-teacher organization, because of its concern for children and their families, has a special interest and a special responsibility in the solution of this problem. Alcoholism has devastating effects on family life. By supporting treatment services for alcoholics and programs of research and education, P.T.A.'s will help to save children from the disaster of alcoholism in their families.

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*Next month the final article in this series by Herman E. Krimmel will deal with the facts about alcohol education. Mr. Krimmel is director of case-work services at the Cleveland Center on Alcoholism.*

THE DIFFERENCE between drunkenness and alcoholism is commonly much misunderstood. There are several reasons for this. The distinction, for one thing, has only recently been solidly established as a canon of medical science. Another reason is that, like most striking innovations in the theory and practice of medicine, it has disturbed the indolent peace of tradition. A further, and better-founded, source of confusion is the close superficial resemblance between the two forms of the complaint. It is, of course, impossible to distinguish the drunken alcoholic from the victim of an acute temporary attack of the disease. To even the keenest clinical eye, both display the same complex of grotesque signs and symptoms. There is, nonetheless, a sharp and definitive difference between them. It lies not in the look but in the nature of their condition. Common drunkenness, however deep or frequent, is always an act of choice. The drunken spells of the alcoholic, though sometimes few and far between, are wholly inadvertent. . . .

The cause of alcoholism, though often plausibly proclaimed, has not yet been established. At the moment, its elucidation is almost entirely suppositional. It may, one school of thought supposes, be physiological in origin. It may, according to another, reflect a damaged personality. Or, a more eclectic group is inclined to think, it may have its genesis in an intricate combination of psychic, somatic, and environmental factors. It was once generally believed that alcohol itself must be included as a possible cause, but an acuter appreciation of the onion-skin complexity of the problem has lately led most investigators to strike it from the list. Alcoholism, as currently envisioned, is not one disease but two. Beneath the blunted mind, the ravaged body, and the compelling, insatiable thirst of the familiar alcoholic syndrome sits some far more savage disorder, whose torments, the afflicted has discovered, can be wonderfully assuaged by alcohol. The seeds of alcoholism are thus implanted in its victims before they ever take a drink.

*From an article by BERTON ROUECHÉ.*

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## Evaluations of TV Programs

### Our American Heritage. NBC.

This series of "specials" about American historical figures is exhaustively researched and beautifully staged; some of the historical settings are true museum pieces. The actors are drawn from the best dramatic talent of stage and screen. The writing is done by established authors; if not brilliant, it has been pruned and polished with loving care. *Our American Heritage* is certainly among the very best series that have appeared on television this year.

And yet—and yet—this effort somehow brings to a focus many of our doubts and fears about TV programs. With all the scholarship, all the expense, all the talent that have been lavished on *Our American Heritage*, why isn't it even better than it is?

*Our American Heritage* is an attempt to recreate significant periods of American history in terms of their great men. "We hope that our entertainment will be more than good theater," says Mildred Freed Alberg, producer of the series. "Through our dramas we want to stir the mind and reawaken the sense of pride in our country's heritage."

Thus there is a triple aim: to produce an absorbing drama, to make our history and heroes come alive, and to foster pride in the American past. Perhaps these three aims cannot be wholly reconciled. If only the exciting moments in a span of years are to be presented, something must be left out that is needed for full understanding. If a single historical personage is to dominate each episode, some other significant figure must be played down to the point of distortion. (This happened in the story of Thomas Jefferson, where President Washington was too wooden, uncertain, and insipid to be worthy the name of statesman.) Finally, if every incident must nourish our national pride, something will be glossed over, something left unsaid, some action or episode subjected to a strained interpretation.

No doubt idealization is necessary and even desirable when reality is transformed into art. Yet if the truth of fact is lost, a higher truth should be preserved—a truth of character, of motive, of national aspiration. That it can be preserved is evidenced by the masterworks of literature that deal with history—*Julius Caesar*, *Wilhelm Tell*, *War and Peace*, *For Whom the Bell Tolls*. When we compare *Our American Heritage* with this equally precious heritage of literature, we see how much courage it would have taken to emulate their creators. For it would have been necessary to present the truth in all its grimness and its glory, unvarnished and unrigged. That may not be easy to do on television. But if courage is not in Americans of the television age, what has happened to the American heritage?

This outstanding series has rendered a real service to older children in bringing to life the figures and facts of our history. It represents a sincere effort to present programs of artistic merit and educational worth. In many ways that effort has borne fair fruit. It is to be hoped that succeeding harvests will be richer still.

### Peter Gunn. NBC.

Setting: a night club. Enter hero Peter Gunn—suave, urbane, sophisticated private detective, admirer of the night club's singer. Seated at his special table, he is approached by a desperate character tortured by a problem that, for a reason never clearly revealed, cannot be con-

## TIME OUT

for

# Television

fided to the police. The reluctant Mr. Gunn is persuaded (we assume for a sizable fee, though money is never mentioned) to take on yet another client.

This is the ritualistic prelude to Mr. Gunn's weekly probe of shoddy undertakings and sordid lives. With the mystery and tension carefully heightened by artful lighting and photography and by sinister background music, Mr. Gunn moves in and out of one threatening situation after another. Inevitably the criminal is cornered and handcuffed, or wiped out in a blaze of inglorious gunfire.

In these lurid half-hour dramas the accent is on action and the creation of tension. Why who does what or even how or where is sometimes obscure, but what does it matter? Mr. Gunn talks smoothly, moves decisively, and gets his man. He also wins brief battles of banter with his night-club light-of-love and skirmishes of rather macabre wit with a hostile lieutenant of the homicide squad. For adults with a taste for superficial excitement, this is a tangy dish. For the young it's too pungent.

### Robin Hood. CBS.

By common consent the Robin Hood cycle comprises some of the finest stories that have come down to us from the England of the Middle Ages. Every child should have a chance to get acquainted with bold Robin and his merry men—Will Scarlet, Long John, Friar Tuck, and the rest. If the characters in this CBS series sometimes look as if they'd be more at home at a costume party than in Sherwood Forest, and if the marvelous old tales have run out and have to be supplemented by synthetic modern ones, at least some young viewers may be stirred to ask at the public library for the Robin Hood ballads or for some romances of chivalry such as the King Arthur stories.



## A Family Guide for Better Viewing

The modern *Robin Hood* plots lack the verve of the authentic ones, yet they are adventurous and romantic. The emphasis—refreshing after western shows—is on ingenuity and skill as opposed to violence. Certainly archery contests make for more serene viewing than barroom gunplay and could lead to a far more healthful hobby. There is a conscientious, if somewhat vaguely focused, accent on the more idealistic conventions of the chivalric code.

You may remember that the beloved outlaw was outlawed all over again by some twentieth-century despots on the ground that he robbed the rich to help the poor. If so, he's reformed now; we haven't seen him helping a single peasant lately. But one thing seems a little bothersome (though the children can probably take it in their stride). According to the morality of the show, it's all right to resist the ruler of the land when he's a tyrant who tries to take our freedom or our property. The show does not, and cannot, go into the important question of who is to decide whether the ruler is a tyrant. Since the sheriff of Nottingham is his representative, this official becomes the villain of the piece, and much of the action is concerned with outwitting or outfighting this ostensible representative of law and order.

It's hard to explain satisfactorily to young children that before the days of democratic government citizens could be victimized by the law itself, so that a man might have no recourse except to his good right arm. Parents will have to decide for themselves whether to tackle the difficult question of the right to rebel or to let the issue float smoothly over the children's heads. For citizens of our great country, at least, the problem of resistance to tyranny can safely be relegated to the Middle Ages along with the crossbow and the castle moat.

**Laramie. NBC.**

**Tales of Wells Fargo. NBC.**

There's not much of a choice between these two standard western adventure shows, both without benefit of custom styling. If you've time to throw away, however, hour-long *Laramie* kills twice as much as *Wells Fargo*. The heroes, in current fashion, are long, lean, hard-muscled, handsome, and on the side of law. Jim Hardie is an agent and investigator for the Wells Fargo stagecoach company. Slim Sherman of *Laramie*, a wild Wyoming town, runs a ranch and stagecoach station. Both spend most of their time in the saddle pursuing armed robbers and murderers. Under the circumstances you can expect, in the words of the ballad, "blood on the saddle, blood all around, and a great big puddle of blood on the ground."

The ethics of both shows are conventional. Both heroes prefer law's due process, but despicable desperadoes force them to fist fights and gunfire. You can therefore count on frequent, crackling cross blades and at least one brutal beating per show. The action is fast and sometimes confusing. It's a toss-up whether the lone female will be a winsome, misguided woman who made the mistake of falling for a villain, or a wicked siren in league and in love with the outlaw.

The horses and riding are superb. Why not cut the gunplay and have a good horse show?

### FOR P.T.A. TV DISCUSSION GROUPS

We are of course delighted that more and more of these groups are being organized the country over. In answer to many requests for help in guiding the discussions, we have prepared a series of questions, which although based on *Riflemen* (ABC), can readily be adapted to fit other western shows.

First, read the evaluation of *Riflemen* in the *National Parent-Teacher* for December 1959 (page 21).

Second, view at least one show—preferably two or three.

Third, assemble your group to discuss the program, focusing on the following questions:

1. Is this a children's western or an adult western? Do both adults and children view it? Does the time at which it is presented help to determine its audience?

2. According to the P.T.A. evaluation, this series is marred by (1) violence (2) scenes in sordid localities. Were these faults present in the programs you viewed? Give some examples.

3. The P.T.A. evaluators found in *Riflemen* a theme that is very appealing to most people: a strong bond between father and son. But they pointed out that this bond was wrongly used by the father to teach his son the ways of violence and distrust. In the shows you viewed, did the father take his child to any places where a child should not have gone? What places were these? Did the father try to teach the boy any lessons that by themselves might give him an incomplete view of human nature or of life? What were they? What do you think would have been a better way for the father to educate and care for his son? (Compare the evaluation of *Fury* in the same issue of the *National Parent-Teacher*.)

4. What was the basic theme of the program you viewed (hunting down a criminal, vindicating an innocent person, protecting the weak)? Have you often seen that theme treated on TV? Did this program treat it in a new or original way?

5. Did the steps in the story follow each other logically and convincingly? If not, what flaws did you find?

6. If children find this show interesting, what features do you think interest them most? Are these constructive or destructive influences?

7. If you took away the violence, would there be anything left to build a program on? What recommendations would you make to the producers?

8. View another western program. Does it contain more or less violence than *Rifleman*? Are the scenes and characters equally sordid? Does it have redeeming features?

## Bright Prospect

When a bad or mediocre show goes off the air there's hope that something better will take its place. So we are cheered at the passing (accomplished or announced) of *Adventure Tomorrow* (ABC), *Big Rascals* (Independent), *Bob Cummings* (NBC), *Bourbon Street Beat* (ABC), *Colt .45* (ABC), *Dennis O'Keefe* (CBS), *Five Fingers* (NBC), *Jubilee U.S.A.* (ABC), *Man with a Camera* (ABC), *Restless Gun* (ABC), *Troubleshooters* (NBC), and *Twenty-one Beacon Street* (NBC). We hope that what's coming up next won't be just a carbon copy.

## Sentence Summaries

FOR COMPLETE REVIEWS, SEE THE ISSUE INDICATED

*The Alaskans*. ABC. Prescription: Wrap well in icy indifference and dump permanently into the deep freeze. April.

*Alfred Hitchcock Presents*. CBS. Nobody would recommend this bizarre entertainment for children, but for sophisticated adults it offers a sort of cerebral delight. April.

*American Bandstand*. ABC. Friendly gaiety. September.

*Bachelor Father*. NBC. You won't miss much if you miss this one. February.

*Bat Masterson*. NBC. Not a show for children, but they'll probably keep right on going to *Bat* for their entertainment. November.

*Blue Fairy*. Independent. We like it so much we don't want to lose a single bewitching word. January.

*Bugs Bunny*. Independent. Its most useful function is to keep children out from underfoot at an hour when Mother is busy in the kitchen. December.

*Captain Kangaroo*. CBS. A first-rate show, heartily recommended for preschool and school-age children and for all who are not exiles from the world of childhood. September.

*Circus Boy*. NBC. A new realm of experience for older children, one that will enlarge their minds and awaken new human sympathies. September.

*Danny Thomas*. CBS. Many a half hour of genial mirth and tender feeling. Occasionally trivial. January.

*Dennis the Menace*. CBS. As long as he continues to rampage across the screen in the grip of a relentless formula, Dennis the Menace really is. April.

*Dick Clark*. See *American Bandstand*.

*Ding Dong School*. Independent. To help your children explore their world and find it good, let the big ding-dong summon them to this happy preschool of the air. September.

*Father Knows Best*. CBS. Entertaining and valuable for the entire family. September.

*Fury*. NBC. This fine show offers excellent material for family discussions. December.

*The Gale Storm Show*. See *My Little Margie*.

*Groucho Marx*. NBC. Zany humor with granite in it. It's up to you to decide whether this program, like an oyster shell, contains a pearl or a grain of sand. March.

*Gunsmoke*. CBS. Offers real moral teaching, and less shooting and dying than most westerns; however, the dying is thorough. December.

*Have Gun—Will Travel*. CBS. Much too demanding emotionally for children; a show for men and women who wish the world would hold its hand and think. January.

*Hawaiian Eye*. ABC. A mess of mildewed leftovers from the private-eye blue plate. March.

*Heckle and Jeckle*. CBS. Just a heap of rubbish. November.

*Hennessey*. CBS. A congenial show; relaxing fun the family can enjoy together. March.

*Here's Geraldine*. ABC. Amusing conversation, nonsense, gay songs, and the inevitable cartoons. November.

*High Road*. ABC. A topnotch documentary film dealing with the peoples of the world and their cultures. April.

*Howdy Doody*. NBC. It may not hurt two-year-olds to watch this show—but why should they? September.

*Lassie*. CBS. Worthwhile viewing for the entire family. September.

*Leave It to Beaver*. ABC. Leave it to your family to take this program into their hearts and heads. October.

*Lone Ranger*. CBS. Once a giant-sized boy scout, the Ranger has taken to activities that will never win him a merit badge. April.

*Looney Tunes, Merrie Melodies, Terrytoons*. Independent. After these stifling cartoons, the best thing to do is go outdoors for some good fresh air. February.

*Loretta Young Show*. NBC. Miss Young's program is worthy of her. It is not, however, a program most children will enjoy. February.

*Lunchtime Little Theater*. Independent. Turn quickly to another station. November.

*Mighty Mouse*. CBS. Recommended for mice. September.

*My Friend Flicka*. ABC. Pleasant viewing for young children. But if you happen to have read the beautiful and tender book, you may be heartbroken to see what a feeble fable has been constructed from it. March.

*My Little Margie and The Gale Storm Show*. ABC. The frothiest entertainment for an idle half hour. December.

*On the Go*. CBS. Not for children; for adults, relaxed, informative viewing. November.

*Outerspace Theater (Commander Coty, Flash Gordon)*. ABC. It would be hard to make a choice between these rocket racketeers—one deadening, the other deafening. December.

*Perry Mason*. CBS. Here's a detective series that doesn't rely on belly blows or belly laughs or on the rude appeal of lawless power. A healthy mental exercise for adults and alert teenagers. March.

*Real McCoys*. ABC. A wholesome experience for the entire family. October.

*The Red Skelton Show*. CBS. This comedy series ranges from near top drawer to bottom shelf. February.

*Rifleman*. ABC. Everybody knows where scraps belong. December.

*Rin-Tin-Tin*. ABC. Why doesn't Rinty talk it over with Lassie? January.

*Romper Room*. Independent. At least it's harmless. September.

*Ruff and Ready*. NBC. A show that can teach a child to flutter the wings of fancy. November.

*Sam Levenson*. CBS. So long, Sam. We'll be seeing you, we just know we will. November.

*Sea Hunt*. NBC. Recommended for everyone who can hear the irresistible call of adventure in strange and perilous places. October.

*77 Sunset Strip*. ABC. Violence served with a sauce of glamour is still violence. November.

*Shirley Temple's Storybook*. ABC. One of the most successful of all the attempts to reproduce good literature on the TV screen. January.

*Shock Theatre*. ABC. What is the purpose of this thing, anyway—to make us wake up screaming? September.

*The Three Stooges*. ABC. Not even the producer and the sponsors should have to endure *The Three Stooges* more than once. February.

*Twentieth Century*. CBS. Solid meat on every show, with a bonus of nourishing food for family discussion afterward. April.

*Wanted, Dead or Alive*. CBS. Most families will readily label this program "Not Wanted, Dead or Alive." September.

*West Point*. Independent. A program that presents American ideals of conduct in a setting that makes them understandable, appealing, and important. March.

*Whirlybirds*. Independent. Straight, clean, absorbing adventure. November.

*Woman*. CBS. A superior program, and a few alterations could make it excellent.

*Woody Woodpecker*. Independent. One of the more imaginative of the cartoons. October.

*Wyatt Earp*. ABC. A show for the whole family, the whole nation, to view with alarm. October.



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# Keeping Pace



## Star-studded P.T.A.'s

As anybody might guess, the P.T.A.'s of Beverly Hills, California, are teeming with talent—parents who act, direct, write, compose, or use their creative gifts in still other ways. The 1960 Founders Day program of the Beverly Hills Council of Parent-Teacher Associations featured a panel discussion of the educational present and future of the Beverly Hills student from kindergarten through high school. Among the panelists were these prominent parents: Harold Adamson, lyric writer for *Around the World in Eighty Days* and *Scent of Mystery*; Jan Clayton, actress of stage, screen, and TV; and Reginald Gardiner, international star in plays, films, and revues.



© Beverly Hills Council

## College Quiz

"What's college like? Where and when do you study at college? How much do textbooks cost a year? What about part-time jobs on or near the campus?" These and scores of other questions are likely to puzzle the high school senior or junior who hopes to go to college but needs a good deal of firsthand information. Knowing this, the Liberty Township P.T.A. of North Liberty, Indiana, recently organized a unique get-together program for college students home on vacation and high school boys and girls in their junior and senior years. The ten collegians made up a panel, moderated by the high school guidance counselor, during which they met, head on, any questions the high school students wanted to ask.

The program was received so enthusiastically, not only by the young people and their parents but by the high school faculty, that it is scheduled to become an annual affair.

## Meet Citizen Webb

In the two years since H. Logan Webb became president of the Guthrie, Kentucky, P.T.A., membership has risen from 287 to 425. But this is only one of a long list of accomplishments ticked off by Mr. Webb and his co-workers. A dedicated dad, this Mr. Webb? No, you could hardly call him that, for he is a middle-aged bachelor who likes "to do things for other people," especially children. Under his leadership the Guthrie P.T.A. has worked to reinstate the high school chemistry department; promoted curriculum study; started a school library for the seventh and eighth grades; cooperated with the health department in a dental health, tuberculosis X ray, sight, and hearing program; made plans to launch a scholarship fund; and held a series of open dinner meetings where P.T.A. members discussed school and community needs.

"My position," says Mr. Webb, "does not seem odd to me. I feel the U.S.A. is everybody's country, and it will be just about as good as we *all* can make it."

In the photograph we see him flanked by his fellow officers: Mrs. John F. Boisseau, treasurer; Mrs. Allen H. McGregor, secretary; and Mrs. Harold M. Sanders, first vice-president.



© Guthrie P.T.A.

## A P.T.A. That Counts

Here's a problem that may puzzle statisticians: The membership of the Danbury P.T.A., Danbury, New Hampshire, represents forty-three families. But

only thirty-four of these families have children in the school. When Mrs. Everett M. Heath, P.T.A. president, started to analyze this unusual situation she found that six of the forty-three families are childless; ten have grown children; and several others have teen-age children who attend high school in another town. (Danbury, a small rural community, has no high school.) Mrs. Heath also discovered that some of the couples in membership had grandchildren in the school.

Thus the P.T.A. in Danbury is truly a community-wide organization. All members are deeply interested in its Objects and concerned with carrying them out. One highly successful project is based on an important need of children and young people in rural areas—adequate recreation. Even oldsters and preschoolers join in the various activities provided by a many-sided program, which includes basketball, baseball, square dancing, and cheer leading. All activities are directed by a physical education teacher, with the help of P.T.A. members.

### *A Lift for Librarians*

For years the Boise, Idaho, Council of Parent-Teacher Associations has worked for more and better school libraries. This year it has taken another important step toward school library improvement in Idaho. Mrs. Glenn Balch, council reading and library service chairman, and her co-workers have arranged a state-wide workshop for elementary school librarians on April 28, just before the biennial conference of the state library association. The workshop will be devoted largely to the practical problems of elementary school librarians, who have never before had a chance to meet together on a state-wide basis.

### *Double Dedication*

A bronze plaque hangs near the entrance of the gleaming new eight-room addition to the school. The raised bronze letters read: "P.T.A. Wing, Livingston Manor Central School, 1960. Dedicated to the members of the Livingston Manor Parent-Teacher Association, in recognition of their constant concern for the education and welfare of children." Simple words, but behind them lies a tale of intelligent, purposeful activity.

Several years ago the school board of Livingston Manor, New York, announced the dismaying results of a survey: By 1958 the existing number of school-rooms would be inadequate. Unless an addition were built, half-day schooling would be a necessity. A bitter controversy over the cost of the new addition arose. Bond issues were resoundingly defeated in 1956 and 1957, and in 1958 split sessions began in the elementary grades.

Then the P.T.A. went to the school board and offered its help. The offer was eagerly accepted, and a sixty-member P.T.A. committee set forth on a door-to-door campaign to reach every voter in the district. They made public the hard facts about split sessions through all available channels—open meetings, newspapers, radio. For example, people read and heard (to their surprise) figures showing that the cost of half-day programs was about equal to the cost of a new addition. And when the third bond issue vote was held, in January 1959, it passed with a three-to-one majority.

That's the story behind the naming of the new "P.T.A. Wing" in the Livingston Manor School. It's a tribute from a grateful school board to an effective P.T.A. Here, photographed at the dedication ceremony, are Mrs. John Weiner, P.T.A. president, and Russell W. Ludlum, school principal.



© John Weiner

### *Of Time and Space*

"We'd better ask a busy person to help us get the job done. Somehow busy people always manage to squeeze in one thing more." Ample proof of this oft-repeated statement can be found in any P.T.A. the country over. For example, in New Braunfels, Texas, the New Braunfels Council can point to one of its busiest P.T.A. members—the world-famous space scientist, Robert T. Clark, recently given an Outstanding Performance Award by the U.S. Air Force. Dr. Clark is chief of space medicine at the Aerospace Medical Center, Brooks Air Force Base, and travels widely (though not yet via outer space). Nevertheless this father of three school children works actively in three P.T.A.'s. He also presides, as chairman, at the weekly meetings of a citizens' advisory committee created by the district school board.

# The Penny Puppy\*

## A READ-ALoud STORY

ROBERT GARFIELD



ONCE THERE WAS A SMALL PUPPY, just the color of a bright new penny. He had a shiny coat, a merry bark, and a smiling face, but he belonged to nobody at all. When he was sleepy, he slept wherever he happened to be. When he was hungry, he chewed small bones that the big dogs wouldn't bother with. When he was thirsty, he drank out of puddles left by the rain. It was not a bad life for a stray puppy.

But one day, this little puppy saw another little puppy trotting along, head high, tail held gaily, at the heels of a small boy. The boy took three steps, and stopped to pet the puppy. He skipped three skips, and stopped to talk to the puppy.

The stray puppy watched them, with his head cocked to one side.

"I'd like to belong to a boy, too," he said to himself.

He jumped up and ran after the other puppy. But when the other puppy saw him, it growled. "This is my boy," it said.

The stray puppy backed away. "So that's the way it is," he thought. "Well, then, I'll just find a boy of my own."

And away he went, looking all around for a boy with no puppy.

He saw lots of boys. He saw a snub-nosed boy with a big fluffy puppy, so fluffy it was hard to tell which end was the front. And he saw a towheaded boy with a tiny, sleek puppy. He saw a boy throwing a ball to a barking puppy, and a boy giving a bone to a dancing puppy. And then, all at once, he saw a boy with no puppy at all.

"There's the boy I want!" barked the stray puppy, and he scrambled toward the corner where the boy was standing.

But a bicycle whizzed in front of him. A big foot almost stepped on him. And a pushcart rolled past him, barely missing his little tail.

By the time that puppy got to the corner, the boy was just climbing into a trolley that was in a hurry to go.

"Wait!" barked the puppy.

The little boy heard him. He looked back, and he looked as if he wanted to come back. But it was too late. The door slammed shut, the bell clanged, and away went the trolley.

The puppy ran after it. He barked "Wait for me!" and then a disappointed "Bow-wow-wow!" for now the trolley was disappearing over a hill.

The puppy stopped running. He jumped up the high curb, and sat on the hot sidewalk, panting.

A fat, jolly balloon man came walking up the street.

"Balloons!" the man called. "Who'll buy my nice-a ten-cent balloons!"

But nobody wanted any balloons.

The balloon man wiped his forehead and stopped to rest. And then he saw the stray little puppy.

"What's-a the matter, puppy?" he asked. "You have-a no home?"

The puppy barked to say, no, he didn't. And he looked so small and so wistful that the balloon man picked him up in his big hand.

"You look-a tired," he said. "You look-a hungry. Lonesome, too!"

He tucked the stray little puppy in his big pocket.

"I'll sell-a my balloons," he told the puppy. "Then we'll have supper."

The puppy thought about the boy on the trolley. He wanted to be the boy's puppy. But the balloon man's pocket was soft and cozy. Before long the little puppy fell fast asleep.

The balloon man walked slowly up and down the hot streets.

"Balloons!" he called. "Balloons! Who'll buy nice-a ten-cent balloons?" But nobody would buy a balloon.

"Maybe these balloons cost-a too much," thought the balloon man.

He called, "Balloons! Five-a cents apiece!" And people came running out of their houses.

A little boy bought a red balloon. And a little girl bought a green balloon. An uncle bought two yellow balloons for his twin nephews, and a grandmother bought ten balloons of different colors for her ten grandchildren.

Now the balloon man had only two balloons left. He counted his money. It was enough to buy supper for a fat balloon man and a small puppy.

"I walk-a down one more street," said the balloon man. "If I can't sell-a these balloons, I just let them go up, up, up in the air where it's nice and cool."

And down the street he went.

"Nice-a balloons," sang the balloon man. "Only five-a cents for two."

But nobody wanted those balloons.

The balloon man was just about to let them go up, up, up, when he saw a little boy swinging on a gate.

"You like-a balloons?" he asked.

"Two for what you want to pay."

The little boy looked at those fine balloons. He looked at the red one; he looked at the blue one. He took a bright new penny out of his pocket.

He looked at that penny.

"They're very nice balloons," he said. "But I think I'll keep this penny to buy a puppy like the little puppy that ran after me when I was riding on the trolley."

The balloon man smiled a jolly smile. He put his big hand into his big pocket—and brought out the penny-colored puppy.

"You like-a puppy like this?"

The little boy stared.

"Just like that," he whispered.

"That's the very same puppy!"

The balloon man stroked the puppy's head. The puppy woke up, and when he saw the little boy, he wagged his tail until he wriggled all over.

"It's the same little boy who went off in the trolley," he barked merrily.

The boy looked up at the balloon man.

"Can I buy him for a penny?"

The balloon man shook his head.

"No, sir!" he said. "You don't have-a to buy this puppy at all. I think he's-a your puppy!"

Then the little boy reached out his arms. The puppy jumped right into them.

And down the street went the balloon man, calling, "Balloons, balloons, who buy-a my balloons?" He sounded so tired that the little boy ran after him, with the puppy at his heels.

"I'll buy them," he said, and he gave the balloon man his new penny!

\*Reprinted from *The Penny Puppy and Other Stories* by Robert Garfield, by permission of Golden Press, Inc. Copyright 1949. Also reprinted in the new *Let's Read More Stories* by Sidonie M. Gruenberg (Garden City).

# The Wide Door



KATHLEEN BRUCE

© Elisabeth R. Hibbs

SALLY TURNED AND BLEW ME A KISS, then skipped to join the line of first-graders entering the wide door of the school.

No longer was I the sole protector of Sally's way of life. Now her future would be shaped to a large extent by others, especially by her teachers and classmates.

Today I think of the welcoming door of Sally's first school as a symbol of the understanding help and encouragement she has received from her teachers. Their helpfulness has kept open for her a wide doorway to normal, purposeful living.

Sally has had epilepsy since she was two. Although medication had controlled her *grand mal* seizures, she was still having *petit mal* seizures at the time she entered the first grade.

As I drove away from the school on that first morning, I felt deep concern. If Sally had attacks in school,

how would the children react? Even more important, how would her teacher react? And how would their reactions affect Sally, who so far had accepted her seizures matter-of-factly?

I had talked with Miss Carr, the teacher, and the principal, explaining Sally's illness and the nature of her attacks. Both of them had been understanding and helpful. Still—a mother's uneasiness tormented me.

## The Way of Love and Wisdom

On the third day of school Miss Carr phoned me at lunchtime. Her voice was pleasant and relaxed. "I thought you'd want to know, Mrs. Bruce, that Sally had a seizure just after school began this morning. She slid out of her seat. I put a cushion under her head, and told the children that Sally wasn't feeling well, but would be all right if she could rest



for a few minutes. We went right on with our class-work. You'd have been surprised at how calmly the children accepted the incident."

With warm gratitude I thought, *I'm not surprised, Miss Carr. I know that the children were simply reflecting their teacher's calm attitude.*

The understanding help of Sally's first-grade teacher has been continued by her other teachers. During the latter part of her year in the fourth grade, Sally went through a period of frequent *petit mal* seizures. My husband and I were not aware of these until Sally's teacher asked me to come in for a conference. "Mrs. Bruce," she told me, "there has been a marked difference in Sally's attitude and behavior in class during the past two weeks. Frequently she has seemed quite inattentive—'daydreaming,' I might say. When I call on her to recite she's apt to be confused and embarrassed."

At the beginning of the school year I had told Miss Robb about Sally's illness and possible symptoms, as I have told each of her teachers. Now Miss Robb wondered if Sally's new problem could be related to her epilepsy. It could be, and was, our doctor discovered. Within a few weeks careful medication had controlled the *petit mal* seizures that were interrupting Sally's attention in class, and she became her normal, interested self again. During those weeks helpful Miss Robb spared Sally the embarrassment of being asked to recite in class, and even worked with her for a short time after school each day, to review whatever she might have missed because of her attacks.

Then there was the sixth-grade trip. Plans had been made for Sally's entire class to visit Greenfield Village in Dearborn. "We're going by airplane, Mother!" Each youngster was to earn part of the money for his plane fare, and Sally was eagerly planning ways and means.

I wanted to share her enthusiasm for the plan, but I had serious doubts. Her seizures still were not com-

pletely controlled. She was quite able to take care of herself during an attack, but sometimes it was necessary for her to sit down or even lie down for a few moments. Would the principal and chaperones be willing to undertake the possible added responsibility? Would it be fair to ask them to? On the other hand, would it be fair to deny Sally this opportunity?

It was with an uncertain smile that I greeted the principal when I called at his office that afternoon to discuss our problem. His warm assurance soon melted my doubts. "Of course, Sally should go," he answered me without hesitation. "We're here to help youngsters in every way we can. This trip ranks with classwork as an important part of our school program. We'll be prepared for emergencies." He grinned. "One of Sally's attacks would be less of an emergency than a plane-sick youngster, and we expect a few of those." That trip was one of the most enriching and enjoyable experiences of Sally's twelve years.

### New Faces, New Friends

As Sally approached junior high (seventh, eighth, and ninth grades in our school) I was apprehensive. Her new environment would be less protective, I felt. The student body would be larger, and there would be many new faces. Instead of being with the same familiar teacher through the day, Sally would have seven teachers—seven, instead of one, from whom to seek understanding.

Before the opening of school my husband and I talked with the high school principal. He was friendly and cooperative, but he told us frankly, "High school will be more difficult for Sally than grade school. Our grading standards are high, for we aim to train the student to do his best. Second, the teacher who has Sally for only one class each day cannot, perhaps, have the close relationship with her that her grade-school teachers have had. Furthermore, now that Sally is in her teens, she may be more embarrassed by any seizures that occur at school. We shall gladly make allowances for her illness when necessary. But to the best of Sally's ability we shall expect her to conform to the standards set up for the student body."

Experienced man! He was no doubt well aware of the tendency toward overprotection that is common among us parents of handicapped children—and well aware, too, of the problems teachers may face in working with an overprotected child.

But despite Mr. Marsh's realistic view, my husband and I felt reassured at the close of our interview when he told us warmly, "We shall do our best to help Sally make a satisfactory, happy adjustment in high school." He has done that, as have her guidance counselor and teachers.

The counselor encouraged Sally to participate actively in a few extracurricular groups in order to

*It's hard to tell which got the most happiness through this wide door—the mother who writes the story, the teachers who understood so well, or the little girl who was never made to feel "different."*

strengthen her feeling of belonging and self-assurance and to help her become better acquainted.

Her teachers have been understanding and, while encouraging Sally to do her best work, have made allowances for some emotional problems and discouragement centering around occasional seizures. I explained to her teachers that attacks of giggling and hiccups sometimes accompany the seizures. ("My arm and leg tingle so, I can't help giggling—like when my foot's asleep!" Sally has told me.) Since these symptoms are likely to be disturbing to the class and embarrassing to Sally, she has been allowed to leave the classroom and go to the rest room whenever she feels "giggly."

In the ninth grade students in Sally's general science class were to choose projects for demonstration in class. Sally had recently had an electroencephalogram to aid in more exact diagnosis and treatment of her epilepsy. She had been fascinated by the procedure and, for her class project, wanted to give a description of the electroencephalograph, which records electric currents in the brain much as the electrocardiograph registers electric currents in the heart. Her teacher gladly helped her to select pertinent and fairly simple facts from the chapter "Radio to the Rescue" in William G. Lennox' book *Science and Seizures*. Under the teacher's guidance, members of the class became as interested as Sally in the plates she obtained from her doctor. Fascinated, they followed the tracings of brain wave patterns as recorded by the tiny pencils of the E.E.G. during an epileptic seizure of a patient.

### Sally and Society

Despite my close relationships with Sally's teachers I can only guess at the real extent of help she has been given through our public schools. Just last week I learned of an incident that occurred early in the school year. Jane Kramer, a new girl in the school, was with Sally one day when she had a *petit mal* attack. Jane accepted the incident calmly, but when she remarked to her mother that one of her new friends had epilepsy, Mrs. Kramer was much upset. The next day she called on Principal Marsh, expressing disapproval of an epileptic youngster's being enrolled in a public school and suggesting that the child's parents be asked to withdraw her.

Quietly Mr. Marsh asked about her reasons for the request. They were vague, arising, perhaps, from fear and dislike of something she did not understand. Tactful Mr. Marsh allayed her concern with an explanation of Sally's illness and of her need for acceptance by youngsters her own age. That he handled the matter well is proved by the fact that Sally is now welcome in Jane's home.

Epilepsy begins most often in childhood. The home and the school can be powerful influences in helping the epileptic child to develop healthy attitudes that

will carry over into adult life. Parents and teachers, cooperating, can help him to make the fullest use of his abilities and become a well-adjusted, useful member of society.

Today an epileptic youngster's handicap is more often social than mental or physical. Thanks to scientific progress, seizures in about 80 per cent of the people who have epilepsy can be controlled.

Most children who have epilepsy can attend regular school classes. In Michigan from 90 to 95 per cent of all epileptic children are doing so. The mental activity required by good study habits may be very helpful to the epileptic child. Tests have shown that seizures are less likely to occur when an epileptic person is mentally or physically active. (Sally now believes that often, when a seizure threatens, she can ward it off by concentrating on an algebra problem.) Dr. Lennox, in *Science and Seizures*, says, "Apparent mental dullness in an epileptic may be only discouragement, loss of interest and initiative, or self-centered thinking. . . . New interest and a chance to gain self-respect and to make himself useful may dissipate his apparent dullness."

Sally has been more fortunate than many people who have epilepsy. She has been able to remain in the same community during all her school years. Several of her friends are those who were introduced to her seizures in the first grade by Miss Carr's wise, simple explanations and who have accepted Sally as a normal youngster.

Now that Sally is nearing the end of her freshman year in high school, with two years of home economics, she is looking forward to a vacation project: operating a summer morning play school here at our home for five neighbor youngsters—a suggestion of her home ec teacher. She will carry out the play program herself, but I shall be available if additional supervision is needed.

The administrators and teachers in our neighborhood public school have been helpful far beyond their duty. Teachers, we have found, are usually very understanding people, and Sally's teachers have been dependable allies in our effort to prevent epilepsy from handicapping Sally educationally, psychologically, and socially. Of course we parents of epileptic children have no right to demand extra service from teachers. But it is heart-warming to know that most teachers voluntarily give that extra help when it is needed. I sincerely hope that those who have given so generously to Sally may feel a sense of fulfillment in proportion to the value of their giving—for they have made the wide door to Sally's school her doorway to normal, purposeful living.

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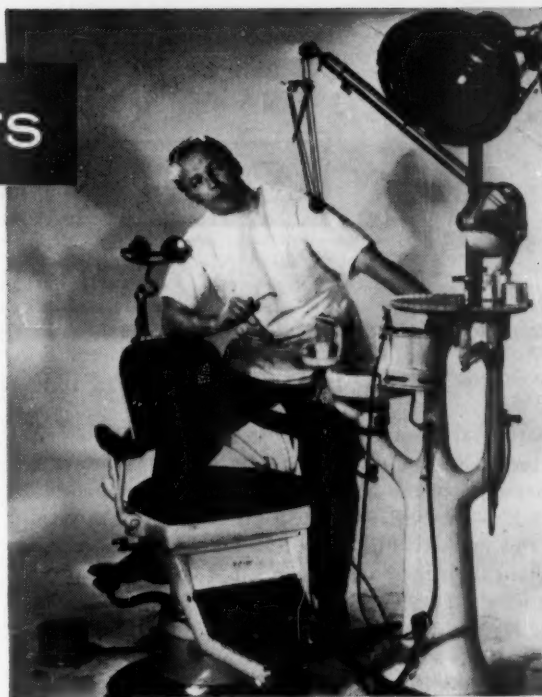
*Kathleen Bruce went to college to prepare for a career in teaching but undertook a homemaking career instead. She finds now, with Sally in high school, that teen-agers are "my favorite people."*

# Tooth Teasers

STEP RIGHT UP, FOLKS, and go down gnashing. Here's a basic-information quiz on children's teeth. If you get eight or more of these molar-busters right, you are in the know, dentally speaking. . . . Five to seven right, and your children may never have a toothache. . . . Four or less, and your family is living by the skin of its teeth.

All set? Grit your teeth and try these:

1. *Three-year-olds normally have . . . . . teeth.*  
a. 20.      b. 15.      c. 24.
2. *Your child will have an excellent set of teeth if he eats a balanced diet, brushes his teeth after each meal, and sees his dentist regularly.*  
True. . . . . False. . . . .
3. *If the primary (deciduous, or "baby") teeth have many decayed areas, then the permanent teeth, when they arrive, will have . . . . .*  
a. More decay.  
b. Less decay.  
c. The same amount of decay.  
d. An undetermined amount of decay.
4. *The nation-wide average number of decayed, missing, or filled teeth for the three-year-old is . . . . .*  
a. 5.      b. 2.2.      c. None.
5. *Drinking lots of milk and taking vitamins and minerals regularly guarantees against tooth decay.*  
True. . . . . False. . . . .
6. *A youngster's primary molars should last until he reaches the ages of . . . . .*  
a. 5 to 6.  
b. 15 to 17.  
c. 10 to 12.
7. *Recent studies show that from 40 to 60 per cent of future decay may be prevented by the application of . . . . . to the teeth.*  
a. Sodium chloride.  
b. Iodine.  
c. Fluoride solutions.
8. *Children's teeth have no nerves.*  
True. . . . . False. . . . .
9. *Decay may be slowed down or stopped by the application of . . . . .*  
a. Silver nitrate.  
b. Silver chloride.  
c. No known agent.
10. *Your eight-year-old youngster comes bursting through the door holding his hand to his*



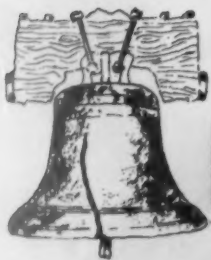
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*mouth. While he was playing he fell down and broke an upper front permanent tooth. You should . . . . .*

- a. Apply cold rags and give him an aspirin.
- b. Call your dentist for an immediate appointment.
- c. Wait and see if it's going to hurt him. If it does, then call for a dental appointment in the next few days.

## Answers

1. a. 20.
2. False. Other factors, such as inheritance, may determine the susceptibility of the teeth to dental decay.
3. d. An undetermined amount of decay. Again, other factors may play a part, not only inheritance but the child's general health during the period of tooth development.
4. b. 2.2.
5. False. There is *no* guarantee against decay, although these precautions may help the child toward better dental health in general.
6. c. 10 to 12. The main reason for attempting to preserve a child's primary molars is that they must last longer than is generally believed.
7. c. Fluoride solutions. Fluoridation of water supplies as well as the topical application of fluorides has been proved to be effective in reducing future tooth decay. All recognized health agencies now support this scientific fact.
8. False. They have nerves just as adult teeth do.
9. c. No known agent. In the past there has been some tendency to believe that silver nitrate would slow down or stop decay. Most all leading specialists in children's dentistry now discount this theory.
10. b. Call your dentist for an immediate appointment. If the tooth is going to be saved, it must have dental attention as soon as possible.



## PREVIEW

### of the National Convention Program

Philadelphia, Pennsylvania, May 22-25, 1960

"FAMILY ASSIGNMENTS FOR THE SIXTIES" will be set before us in our own great educational forum—the convention of the National Congress of Parents and Teachers—in Philadelphia, from May 22 to May 25. At this moment in history nothing can be more important than these assignments, for as we carry them out we shall be "Strengthening the Home, Source of Our Nation's Greatness."

As always at National Congress conventions, noted authorities will share their insights, and brilliant speakers will pass on their own vibrant enthusiasm. Each of us will have something to learn, something to teach, and a great deal to carry away and impart to our co-workers at home. The very air will be popping with ideas.

When you read some of the interesting titles that will appear on the convention program, you will appreciate the scope of these ideas. And quite apart from the titles, the distinguished names found there assure you of intellectual fare that will be varied, nourishing, and stimulating. Here are a few sample items:

#### SUNDAY, MAY 22

Address by the REVEREND DANIEL A. POLING, D.D., editor, "Christian Herald"

#### MONDAY, MAY 23

##### General Meeting I, 9:30 a.m.

Greetings by CHARLES H. BOEHM, state superintendent of public instruction, Pennsylvania, and MRS. HORACE H. JOHNSON, president, Pennsylvania Congress of Parents and Teachers

Response by MRS. CLIFFORD N. JENKINS, first vice-president, National Congress of Parents and Teachers

"Cooperating for Quality," message by W. W. ESHELMAN, president, National Education Association

Keynote address by MRS. JAMES C. PARKER, president, National Congress of Parents and Teachers

"The Nation's Children—Lessons from the White House Conference" by ELI GINZBERG, chairman, Committee on Studies, 1960 White House Conference on Children and Youth, and professor of economics, Columbia University

##### General Meeting II, 1:45 p.m.

Presentation of magazine awards by MRS. JENKINS, chairman, board of directors, The National Parent-Teacher

#### Symposium: "Homemade Problems?"

Moderator and discussion leader: WILLIAM G. HOLLISTER, M.D., chairman, Committee on Mental Health, National Congress, and consultant in mental health in education, National Institute of Mental Health

Participants: WILLIAM C. KVARACEUS, professor, school of education, Boston University, and director, National Education Association Juvenile Delinquency Project; EMILY H. MUDD, executive director, Marriage Council of Philadelphia; DALE B. HARRIS, professor, department of psychology, Pennsylvania State University

#### General Meeting III, 7:30 p.m.

Greetings by MRS. ALBERT R. KIGHT, president, National Congress of Colored Parents and Teachers; ALLEN H. WETTER, superintendent of Schools, Philadelphia

"Time To Teach," message by RICHARD D. BATCHELDER, president, Department of Classroom Teachers, National Education Association

Address by RUTH SHONLE CAVAN, professor of sociology, Rockford College; author of "The American Family," "American Marriage," and other books in her field

#### TUESDAY, MAY 24

##### General Meeting IV, 9:30 a.m.

Greetings by FORREST E. CONNER, president, American Association of School Administrators

#### Symposium: "Education with Insight and Foresight"

Moderator and discussion leader: PAUL J. MISNER, chairman, Committee on School Education, National Congress, and superintendent of schools, Glencoe, Illinois

Participants: BONARO W. OVERSTREET, author, lecturer, and adult educator; HARRY D. GIDEONSE, president, Brooklyn College; BENJAMIN C. WILLIS, general superintendent, Chicago Public Schools

##### General Meeting V, 2:00 p.m.

"Continuing Education for All: A Necessity in America's Future" by THOMAS D. BAILEY, state superintendent of public instruction, Florida

#### Film: "Infant-Mother Affection"

Commentary by HARRY F. HARLOW, George Cary Comstock research professor and director, Primate Laboratory, University of Wisconsin

Discussion leader: CALVIN H. REED, chairman, Committee on Parent and Family Life Education, National Congress, and professor of education, University of Nevada

##### General Meeting VI, 8:00 p.m.

Greetings by WALTER P. PERCIVAL, past president, Canadian Home and School and Parent-Teacher Federation, and past president, Canadian Education Association

Address by CHESTER BOWLES, U.S. Congressman and former Ambassador to India

#### WEDNESDAY, MAY 25

##### General Meeting VII, 9:00 a.m.

#### Symposium: "Three Pressing Problems"

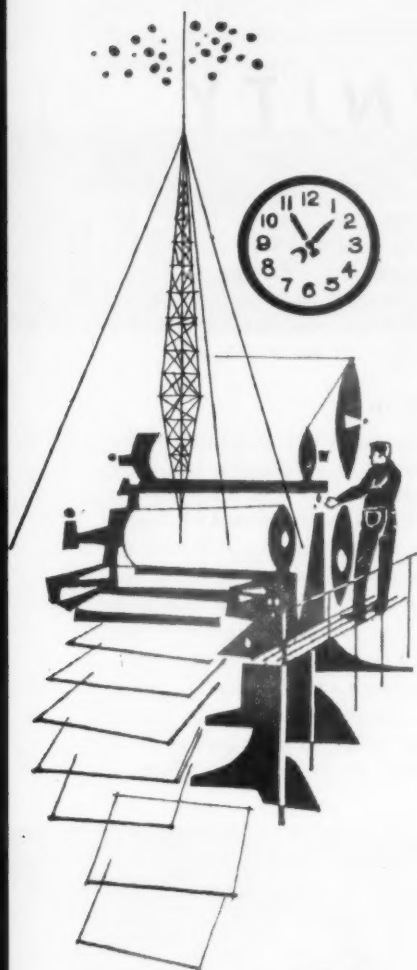
Discussion leader: J. C. MOFFITT, second vice-president, National Congress, and superintendent of schools, Provo, Utah

Participants: ARTHUR E. SUMMERFIELD, U.S. Postmaster General; ROBERT KEITH GRAY, Secretary of the Cabinet; SHANE MACCARTHY, executive director, President's Council on Youth Fitness

##### General Meeting VIII, 7:00 p.m.

Address by CHARLES W. FERGUSON, senior editor, "Reader's Digest"





## notes from the newsfront

**Everybody Had a Circus.**—It was a great day at the circus, even though some of the "spectators" were blind. The Lake View Lions Club, in Chicago, took 540 children from the Bell Elementary School to the Medinah Shrine circus, as they do each year. Forty-five of the children were blind, 35 partly sighted, and 150 deaf.

The blind and partly sighted youngsters enjoyed themselves to the fullest because the telephone company had provided a special speaker system with earphones through which they listened to a running commentary on the circus acts. Teachers had a busy day—some looking after the children, and two of them taking down in shorthand the words used by the commentator in de-

scribing the circus. These words will be used to build up the vocabularies of the blind and deaf.

**For Fun and Funds.**—Want to earn, learn, travel, and have fun this summer? You'll get ideas from the *World-Wide Summer Placement Directory*, which lists summer jobs open to teachers, college students, and high school seniors. Some pay regular wages; others are unusual projects with expenses paid and sometimes a small stipend. Still others are study awards that cover all or part of expenses. There are trainee positions, too, that may lead to full-time opportunities later on. All the openings offer ways to pay expenses and earn while you vacation.

The book is available for \$3.00 from the Advancement and Placement Institute, Box 99, Station G, Brooklyn 22, New York.

**MT-Headed Scientists.**—How long does it take an expert to translate thirty thousand words of text from Russian into English? An hour and fifteen minutes—if the expert is a computing machine. This is faster than a person can read. Such speed is important, for it will enable U.S. scientists, as well as U.S. intelligence agents, to keep up with fast-moving developments in the Soviet Union. The Soviets are now publishing about one million words a day in the sciences alone. It has become impossible for human beings to translate all these words. So scientists, financially aided by the government, are working hard to perfect MT—machine translation—before the mass of foreign-language material becomes overwhelming. The researchers say it will take about two years for machine translation to reach perfection.

**What, No Second Thoughts?**—The consumer market will be increasingly shaped by teen-agers during the next decade, according to the editors of *Fortune* magazine. Young people will demand vast amounts of food and will prod parents into buying countless seconds—a second car, a second TV set, a second telephone.

**Newbery-Caldecott Award Winners.**—The most important event of the year in the children's book field is the awarding of the Newbery and Caldecott medals. Out of the more than fifteen hundred children's books published in 1959, the judges have this year awarded the John Newbery medal for "the most distinguished contribution to American literature for children" to Joseph Krumpgold for *Onion John* (Crowell). The Randolph Calde-

cott medal, which is awarded to the artist of the year's "most distinguished American picture book," went to Marie Hall Ets for *Nine Days to Christmas* (Viking). Mrs. Ets wrote the story in collaboration with Aurora Labastide, children's librarian of the Benjamin Franklin Library in Mexico City.

**It's the Old Grind.**—Remember that old motion picture comedy in which the heroine tuned in on a music broadcast with her teeth? Well, it isn't a joke any more. An air force dentist, Allen Brewer, has installed tiny radio transmitters in artificial teeth to tell him why the teeth wear out. The miniature sets send out signals whenever the wearer chews or brings his teeth together. And they reveal, says Dr. Brewer, that "a person who actually chews for a total of only ten minutes a day during his waking hours may grind his teeth for as long as four hours while sleeping." The instrument may teach dentists why one man's teeth wear out by middle life, whereas another's last twice as long.

**They Sigh for Science.**—Shepherded by staff guide-lecturers, thousands of school youngsters tour the Chicago Natural History museum each year. Sometimes they write letters to express their appreciation, as did one youngster who wrote to the guide, "You are very beautiful, Miss Smith. I told my parents to come down to the museum to look at you." Children's favorite exhibits, however, are the Egyptian mummies and the dinosaurs. A visitor with a mind of his own wrote in another letter: "The whale was big. I like things that are very big. I wish you could have a big whale in the museum even if you have to chop down the walls." A favorite question (asked of the guide): "Are you married, lady?"

**The Weatherman Goes Far Afield.**—"Meteorology is the science of forecasting the weather," they used to say. Not any more. Actually, forecasting has become only a small part of meteorology, says E. W. Hewson, head of the University of Michigan Meteorological Laboratories. Nowadays meteorology extends into all fields of transportation, into the nation's water resources and atmospheric environment, into the construction and merchandising industries. It is important in radar weather research, engineering, military applications, and many other fields. Says Professor Hewson, "Work in the field of meteorology is fascinating, but many more men, and young women too, are needed." Salaries compare favorably with those paid in other sciences.

# A COMMUNITY

JUVENILE DELINQUENCY a threat in Cleveland Heights and University Heights? It didn't seem possible. These two adjoining residential municipalities, with a common school system, are part of the ring of suburbs surrounding Cleveland, Ohio. The combined community, its population numbering about eighty thousand, is considered a stable one. It offers excellent educational opportunities, with sixteen public and seven parochial schools. In addition, many of the children go to private schools in adjoining suburbs.

Still, these two suburbs experience, in common with many other districts all over the country, the effects of today's mobile population. The community climate does not remain the same from year to year, as it did a generation ago. There is increasing variation in family backgrounds, activities, and attitudes.

A few years ago Cleveland's suburbs were hit by a wave of acts of vandalism committed by juveniles. In Cleveland Heights and University Heights the number of young people appearing in juvenile court be-

gan to rise—only slightly, it's true, but enough to set concerned parents to thinking and talking.

Since more than 90 per cent of the parents of the public school students are P.T.A. members, the rumblings were felt throughout all the P.T.A. units.

## First: Study the Problem

Things started to happen when a committee of the Cleveland Heights Council of Parent-Teacher Associations began a year-long study of juvenile problems in Cleveland Heights. The committee worked closely with the city's leading authorities on child welfare, among whom was Albert A. Woldman, judge of the Cuyahoga County Juvenile Court. Judge Woldman told the P.T.A. leaders that juvenile delinquency was rising in the county at a faster rate than the population. From his observations on the bench, Judge Woldman felt sure that among the important factors in the local delinquency situation were lack of discipline and parental control in the home, indifference

Two members of the advisory council, Mrs. Robert A. Harvey and Ben M. Skall, consulting the P.T.A. magazine—and clearly liking what they find. Mrs. Harvey was president of the Cleveland Heights Council in 1958-59. Mr. Skall is a city councilman for University Heights.



© Photo by Ronnie Sherman

MARY LEE SCRIVEN

Chairman, Committee on Juvenile Protection  
Cleveland Heights Council of Parent-Teacher Associations

# That Cares

*A community's guide for youth, if it is to be accepted, embodies the best thinking of youth and adults alike. The experience of Cleveland Heights and University Heights can help your town's leaders as they formulate and carry out their own plan of action.*

and confusion in an alarming number of parents, inadequate communication between parents and children, and lack of emphasis on respect for the rights of others.

After the committee reported its findings to the council, O. E. Hill, superintendent of schools, suggested that a code or guide might be evolved that would help to clear up misunderstandings between parents and children and pave the way for better relationships. This subject was explored at monthly meetings of the juvenile protection chairmen from the sixteen member units of the Cleveland Heights Council. Because the problem was community-wide, representatives from the parochial schools were invited to participate in the meetings. The chairmen found that serious problems existed throughout the community: disregard of property rights, late hours, young drivers, party crashing, unchaperoned parties, student drinking and smoking, inappropriate dress, and other behavior problems.

Perhaps a code of conduct, agreed upon by young people and their parents and teachers, would be one means of attacking these problems. So the group studied codes in operation at such of the local schools as had them, and also codes from other cities and school systems. In the meantime, the juvenile protection chairmen went back to their own schools and consulted with parents, teachers, administrative staffs, and P.T.A. executive committees.

The word got around, and public interest in a printed behavior guide mushroomed. Elementary schools scheduled well-known speakers for evening programs focused on children's behavior problems. Questionnaires went out to parents. Round-table discussion meetings for parents were held. Northwood Elementary School carried on a program of activity that resulted in a printed code for that school—a document which later served as a basis for the elementary school section in the finished community youth guide.

At the junior high schools parents were invited to participate in home-room meetings conducted by

trained discussion leaders. (Training leaders in discussion techniques is a continuing activity of the Cleveland Heights P.T.A.'s.) Copies of city ordinances affecting juveniles were distributed. Student councils called meetings of students to discuss topics pertaining to behavior. Students and parents were polled by questionnaire.

The students at Frank L. Wiley Junior High compiled a set of statements, entitled "This I Believe," which they called guideposts "to develop more wholesome and mature individuals." Most of these contributions found their way into the junior high section of the completed guide.

Senior high students too were busy. At Cleveland Heights High School a student committee drafted a tentative high school code, which formed a basis for student discussions and a student questionnaire.

Naturally P.T.A.'s in all the schools got into the project. Monticello Junior High P.T.A. devoted its whole year's program to juvenile behavior problems. Specialists in various fields were most helpful. For instance, at an open meeting sponsored by the council, the Reverend John J. Hilkert, assistant at St. Mark's Catholic Church, Cleveland, and director of a behavior code that is in use on Cleveland's west side, told at one meeting how his plan had been put into effect.

Another group was addressed by David M. Austin, executive secretary of the Group Work Council of the Cleveland Welfare Federation, who spoke on creating a better community climate for youth.

## Second Step: Preliminary Action

Before the end of the year the decision had been reached that a behavior guide was a must for this community. So juvenile protection chairmen went to work to draw up three tentative codes—one for elementary school, one for junior high, and one for high school. For the junior and senior high school code, students joined the P.T.A. members. When the whole task had been completed, a group of about a hundred leading citizens met with the chairmen to



evaluate the work that had been done and to consider ways and means of publishing the guides. Among them were public school officials, parochial school administrators, mayors, police chiefs, teachers, principals, guidance counselors, directors of social agencies, judges, newspaper editors, representatives of civic and service organizations, clergymen, managers of theaters, drugstores, bowling alleys, and other local commercial enterprises, students, and parents. From this group a steering committee was chosen to cooperate with the juvenile protection chairmen and the student committees on the publication of the guide.

This last phase took a year. The chairmen completed the final drafts for the elementary school section and, in cooperation with student leaders, made progress on the junior high sections. Senior high students, working with their adult advisers, completed their draft for the senior high section. They also provided the design for the cover.

At a community meeting sponsored by the council, every line of each section of the proposed guide was open to criticism, comment, and revision. At last the final draft was completed, and the pamphlet was ready to go to press.

The cost of printing many thousands of copies of the guide was large, far beyond the means of the P.T.A.'s or even of the local service organizations,

though these were eager to help. Finally, funds were contributed by local businessmen. Now the printing presses could roll.

When the finished guides came from the printer, the schools received enough copies so that every pupil could have one. Accompanying each guide was a friendly letter of explanation that set the stage for a warm welcome.

### Third Step: A Good Guide

The result of all this hard thought and hard work is a cheery yellow pamphlet, called *You, Me, and Us*. A preliminary page gives background information and sketches the basic philosophy behind the booklet. The code itself consists of a series of concise, clear, sensible statements about the personal, social, school, and community relationships of young people. There is also a section on "Laws Affecting Junior Citizens."

Here are a few excerpts from the code:

#### *Elementary section*

Children should know how to reach their parents, or a responsible adult designated by the parents, at all times.

Children should not be pushed into social responsibilities and too many outside activities. . . .

Good study habits should be encouraged. A quiet place to study, away from the distraction of TV and radio, with good light, is essential.

Children should go to shopping districts only on specific errands and should not be permitted to loiter.

#### *Junior high section*

Parents should be aware of the things brought into the home by the child, especially those which are not his own property.

"Lights out" has no place in a well-ordered party.

School dress is "business dress." Good grooming and simple clothes in accordance with rules of the school are basic requirements.

Parents, be aware! Know what is showing at your neighborhood movie, and what reading material is on sale in your neighborhood stores.

#### *High school section*

The suggested time of arrival at home is one hour after the close of a school dance, athletic event, or show, and immediately after a party.

The home and school should stress the same standards.

When teen-agers use the family automobile, there should be no overcrowding in the car and no acceptance of dares to commit willful misconduct in driving.

The booklet closes, appropriately, with a "Children's Bill of Responsibilities" and a "Children's Bill of Rights."

### A Continuing Task

What effect has the code had? It's a little early to tell. Some of the schools have already presented programs based on it, but most plan to wait a year or so and see how the code works out. It is the hope of the P.T.A. council that the guide will be kept alive, usable, and valuable through periodic evaluation and revision. In the meantime all who contributed to its making agree that it has created a new sense of community solidarity.



Continued from page 6

ment to say that this is an important proviso to bear in mind.) But introducing a foreign language into the third grade is expensive and, the country over, would require far more teachers than are likely to be available for many years. Hence I am inclined to think that third-grade language teaching should be adopted only if a community has the funds, if public opinion so desires, and if really qualified teachers can be obtained. Otherwise it should start in grade seven or eight.

This new demand for introducing foreign languages in the lower grades carries with it certain dangers. While no one can be sure now how large a fraction of a typical class has the ability to study a foreign language to a point approaching mastery in the twelfth grade, it seems quite clear that not everyone will be able to carry the study far enough to obtain real profit even by the use of this new American method.

The American people are always eager for educational miracles, for some royal and easy road to learning, and I am worried lest the words of the proponents of the American method may be misunderstood. Parents may come to think that their children can all become bilingual by the time they graduate from high school without doing any hard work.

Another danger, which has already shown up in some schools I have visited, is that the senior high school will fail to take advantage of the competence developed in the junior high school by the use of the new approach. There are many senior high school foreign language teachers who have not yet transformed their methods of instruction to correspond to the new American approach. Such teachers will probably not be able to take advantage of what has been accomplished in the junior high school.

As I have gone around the country, this whole problem of articulation between the junior high school and the senior high school has seemed to me extremely important. Often it is the weakest link in a school system.

Finally, I should like to emphasize the supreme importance of the principals of the junior and senior high schools. Their leadership, or lack of it, seems to be of determining importance. Not only do they lead the school staff but they recruit new teachers and also create an atmosphere of understanding among staff, parents, and pupils. A heavy responsibility rests on superintendents in finding and appointing the right people for these posts.

*This article was taken from an address given by James B. Conant, former president of Harvard University and U.S. ambassador to Germany, at the 1960 convention of the American Association of School Administrators in Atlantic City.*

## MOTION PICTURES PREVIOUSLY REVIEWED

### JUNIOR MATINEE

*The Boy Who Owed a Elephant*—Entertaining.  
*Goliath II*—Excellent.  
*Harold and the Purple Crayon*—Clever, ingenious, and enchanting for all ages.  
*The Secret Way*—Youngsters will enjoy the puppet children, birds, and animals.  
*Snow Queens*—Delightful.  
*Toby Tyler*—Children and young people, excellent; adults, delightful.

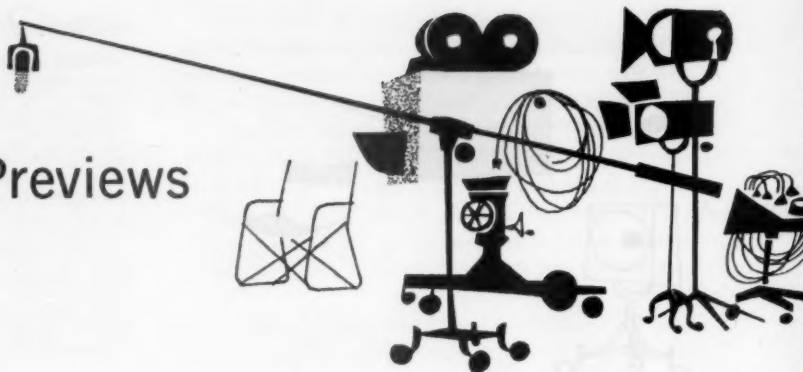
### FAMILY

*Suitable for children if accompanied by adults*  
*Carry On, Sergeant*—Children and young people, amusing in part; adults, broad slapstick farce.  
*Green Stars*—Children, yes; young people and adults, enjoyable.  
*A Dog of Flanders*—Entertaining.  
*Hound Dog Man*—Entertaining.  
*Journey to the Center of the Earth*—Rather long but good fun.  
*Masters of the Congo Jungle*—Excellent.  
*A Thousand and One Arabian Nights*—Children, mature; young people and adults, fair.

### ADULTS AND YOUNG PEOPLE

*Robette Goes to War*—Children, no; young people, very mature; adults, matter of taste.  
*Battle Flame*—Routine war picture.  
*Behind the Great Wall*—Children and young people, yes; adults, beautifully photographed.  
*Beloved Infidel*—Children, no; young people and adults, mediocre.  
*Ben Hur*—Children, mature; young people and adults, very good spectacle.  
*The Big Night*—Children and young people, interesting; adults, fair.  
*Black Orpheus*—Children and young people, no; adults, matter of taste.  
*Bobbie's*—Children and young people, fair; adults, light British whimsy.  
*The Bridal Path*—Entertaining.  
*Cash McCall*—Mediocre.  
*Chance Meeting*—Children, mature; young people and adults, fair.  
*The Cousins*—Children and young people, no; adults, for limited audiences.  
*A Dog's Best Friend*—Exciting but mediocre melodrama.  
*Fallen Angel*—Children, possibly too mature; young people, mature; adults, good.  
*The Flying Fontaines*—Fair.  
*Four Fast Guns*—Children and young people, no; adults, poor.  
*Four Hundred Blows*—Children, no; young people, mature; adults, excellent.  
*The Gallant Hours*—Deferential tribute to Admiral Halsey.  
*The Gazebo*—Poor.  
*The Gene Krupa Story*—Matter of taste.  
*The Glass Tower*—Children, no; young people, mature; adults, fair.  
*Goliath and the Barbarians*—Children, no; young people and adults, trash.  
*Guns of the Timberland*—Routine.  
*The Gypsy Baron*—Fair.  
*Hell Bent for Leather*—Routine western.  
*Home from the Hill*—Children, no; young people, poor; adults, commonplace.  
*House of Intrigue*—Fair romantic spy tale.  
*The Hypnotic Eye*—Children and young people, no; adults, poor.  
*Jack the Ripper*—Children and young people, no; adults, mediocre thriller.  
*The Jaywalkers*—Exciting western.  
*Killers of Kilimanjaro*—Routine adventure story.  
*The Last Voyage*—Tense, prolonged, melodramatic account of disaster at sea.  
*The Law Is the Law*—Children, mature; young people and adults, good.  
*The Lowest Crime*—Children and young people, no; adults, shoddy melodrama.  
*Mating Urges*—Children, very mature; young people, mature; adults, matter of taste.  
*Never So Few*—Matter of taste.  
*Night of the Blood Beast*—Children and young people, trash; adults, poor.  
*Once More with Feeling*—Children, no; young people, sophisticated; adults, light, smart comedy.  
*Our Man in Havana*—Children, mature; young people and adults, brilliant, if cryptic, satire.  
*Paris Hotel*—Fair.  
*The Possessors*—Children, very mature; young people, mature; adults, very good.  
*The Purple Gang*—Children and young people, no; adults, poor.  
*The Pusher*—Children and young people, no; adults, trash.  
*The Rise and Fall of Legs Diamond*—Children, no; young people, poor; adults, matter of taste.  
*The Rookie*—Poor.  
*Rosemary*—Children and young people, no; adults, matter of taste.  
*Seven Thieves*—Children, mature; young people and adults, entertaining.  
*She Gods of Shark Reef*—Children and young people, poor; adults, mediocre South Sea melodrama.  
*She Was Like a Wild Chrysanthemum*—Children and young people, mature; adults, matter of taste.  
*Sign of the Gladiator*—Children and young people, waste of time; adults, poor.  
*Sink the Bismarck!*—Children and young people, tense; adults, good.  
*Salome and Sheba*—Children, poor; young people and adults, pretentious.  
*Story on Page One*—Children and young people, no; adults, hard-hitting murder melodrama.  
*Suddenly Last Summer*—Children and young people, no; adults, powerful production.  
*A Summer Place*—Children and young people, no; adults, tasteless.  
*The Third Voice*—Children and young people, no; adults, matter of taste.  
*Tiger Bay*—Excellent.  
*Too Soon to Love*—Children, no; young people, poor; adults, mediocre.  
*Touch of Larceny*—Children and young people, sophisticated light comedy; adults, light, amusing comedy.  
*Vice Raid*—Children, no; young people and adults, cheap, sensational melodrama.  
*Visitor from a Small Planet*—Children and young people, sophisticated; adults, Jerry Lewis fans.  
*Who Was That Lady?*—Children and young people, mediocre; adults, matter of taste.  
*The Wind Cannot Read*—Matter of taste.  
*Yesterday's Enemy*—Children, no; young people and adults, grim war drama.  
*The Young Hove No Time*—Children, no; young people, mature; adults, interesting, especially to parents.

# Motion Picture Previews



## PREVIEW EDITOR, ENTERTAINMENT FILMS

ELJA BUCKLIN

### FAMILY

*Suitable for young children if accompanied by adults*

**The Boy and the Pirates**—United Artists. Direction, Bert I. Gordon. A picturesque shipwrecked vessel, beached on the rocky Massachusetts coast, keeps the imagination of a small boy working overtime. He dreams of glorious pirate heroes, to the detriment of his schoolwork and homework and to the annoyance of his friend Kathy. Scolded for a poor report card, Jimmy wanders down to the hulk, picks up a green bottle the surf has brought in, and fervently wishes himself aboard Blackbeard's pirate ship. Quick as a flash he finds himself there. Blackbeard is as bold and fierce as Jimmy had imagined he would be, but Jimmy is even less free than he was at home. He had not counted on being made a hard-working cabin boy, ordered to swab the deck and do scullery jobs. Thoroughly disillusioned, he escapes from the pirates and returns home. The picture is ingenious and amusing. Leading players: Charles Herbert, Susan Gordon.

Family 12-15 8-12  
Entertaining Vivid piratical dream  
may scare the youngest

**Kidnapped**—Buena Vista. Direction, Robert Stevenson (a distant relative of the author). Sturdy characterization and swash-buckling vigor, interwoven with the familiar Disney magic, bring Robert Louis Stevenson's adventure story to life on film. James MacArthur plays the role of the Scottish lad who struggles to secure his rightful inheritance from his scheming, greedy uncle. After the old man has had him kidnapped and put aboard an outgoing ship, he meets a youthful supporter of the rebel Bonnie Prince Charlie. Together they overcome the villainous captain and his cutthroat crew and make their way back to clan-warring Scotland. Misty seacoasts, wild crags, lovely moors, and simple cottages painted in tapestry-soft colors provide backgrounds for adventures in which the two outwit the king's forces and the wicked uncle. Though the fighting is fast-paced and deadly, there is no unnecessary lingering on gory details. Leading players: James MacArthur, Peter Finch.

Family 12-15 8-12  
Good Disney adventure tale

**Please Don't Eat the Daisies**—MGM. Direction, Charles Walters. Jean Kerr's inimitable little best seller proves it apparently is not "imitable" on the screen, though delightful flashes of wit do survive. Since Mrs. Kerr's book had no plot, one had to be contrived—all about how Father (David Niven), a dramatic critic, becomes too self-important for his own good and gets his comeuppance. Actually, this material has neither punch, perception, nor gusto. However, except for one very mild attempt at seduction, the picture is family fare, throwing out a great deal of warmth and literate family gaiety. Doris Day is at her best. Leading players: Doris Day, David Niven.

Family 12-15 8-12  
Uneven but amusing

**Raymie**—Allied Artists. Direction, Frank McDonald. Where fishermen gather there is always a legend about the big one that always gets away. On a certain Pacific pier the great fish



James MacArthur and Peter Finch amid the hills of Scotland in *Kidnapped*.

is called Big Moe, and a small, wide-eyed boy, listening to the fishermen, vows he will be the one to catch it. A simple, sentimental story for those who like small boys and fishing, with a background romance in which a confirmed bachelor fisherman falls in love with the boy's pretty, widowed mother. David Ladd makes a pleasant, natural young hero. Leading players: David Ladd, John Agar.

Family 12-15 8-12  
Entertaining Entertaining Entertaining

**Scent of Mystery**—Michael Todd, Jr. Direction, Jack Cardiff. On an enormous curved screen in brilliant color a butterfly is seen fluttering across magnificent miles of Spanish mountain scenery, ultimately descending upon a garden rose. Almost simultaneously the nostrils are teased with the faint, elusive aroma of flowers. All this is a charming introduction to a gaily comic mystery melodrama. A proper young Englishman becomes convinced that an attempt has been made on the life of a mysterious young lady and feels duty bound to rescue her. In dogged, Don Quixote fashion he pursues clues through Spanish towns and picturesque countryside, with Peter Lorre, a taxi driver, as his Sancho Panza. (Occasional infiltrations of strange perfumes are meant as additional clues in the solution of the mystery.) Student viewers felt the best acting was Mr. Lorre's as the "trepid and rotund" chauffeur. The stunning

Spanish travelogue is well worth the admission price. Leading players: Denholm Elliott, Peter Lorre.

Family	12-15	8-12
Delightful spoof	Good	Possibly a little long and too mature

**When Comedy Was King**—20th Century-Fox. Produced and written by Robert Youngson. A selection of shorts and excerpts from silent films, all dedicated to the golden age of slapstick. They include one of Charlie Chaplin's first attempts at comedy; classics done by famous duos—Laurel and Hardy, Fatty Arbuckle and Mabel Normand; a wildly inventive Keystone Cops chase; and a Snub Pollard episode. Charlie Chase, Harry Langdon, and many other well-known figures are shown in comic bits. The outstanding selection, however, is a Buster Keaton short that by any standards of pantomime is inspired.

Family	12-15	8-12
Good slapstick	Good	Good

## ADULTS AND YOUNG PEOPLE

**All the Fine Young Cannibals**—Metro-Goldwyn-Mayer. Direction, Michael Anderson. A quartet of young stars give the arid, pretentious nonsense of this film all the emotional gusto at their command. Natalie Wood, pregnant sweetheart of a trumpet player, runs away from him and poverty in a dusty southern town. She conveniently encounters and marries a wealthy local scion returning to Yale. The trumpet player achieves a meteoric career with the help of Pearl Bailey, famous singer, who is permitted to sing several blues songs before dying of a broken heart. The college boy's sister proves her enduring love for the trumpeter by attempting suicide. After a while passions abruptly subside, and the film ends "happily." Leading players: Natalie Wood, Robert Wagner, Susan Kohner, George Hamilton, Pearl Bailey.

Adults	15-18	12-15
Matter of taste	Poor	Very poor

**As the Sea Rages**—Columbia. Direction, Horst Haechler. On a desolate Greek island a poverty-ridden fishing village is victimized by a man who is facially deformed and mentally warped. Believing himself immortal, he rules the fearful islanders with savage cruelty. When a young adventurer challenges his power, a measure of dignity and hope is restored to the island. This is a somber tale in which adventure is overshadowed by mood. There are long sequences without musical accompaniment, when only footfalls on pebbles, lapping waves, or the splash of oars are heard. The dispirited villagers are interesting types, and Maria Schell is appealing as the girl who is attracted to the newcomer. Leading players: Maria Schell, Cliff Robertson.

Adults	15-18	12-15
Somber melodrama	Some	Mature

**The Bramble Bush**—Warner Brothers. Direction, Daniel Petrie. New England skeletons come out of their closets and sit in the parlor in this well-acted, rather well-written film about a mercy killing in a small town and the sexual embroidery that all but conceals its true outlines. Richard Burton's ability to communicate mental anguish and suppressed violence with restraint and subtlety lends significance to his portrayal of the tormented young doctor who gives his dying friend a lethal dose of morphine. We can even understand his passion for the heart-broken wife. However, the lapses in taste in the numerous subplots and the superficial, mechanical handling of the trial produce the same slick, popular-novel effect as *Peyton Place*. Leading players: Richard Burton, Barbara Rush.

Adults	15-18	12-15
Matter of taste	No	No

**Can-Can**—20th Century-Fox. Direction, Walter Lang. Based on Cole Porter's musical, this is a lavish but undistinguished production. Shirley MacLaine, proprietress of a Montmartre dance hall of the nineties, continues, despite raids, to give patrons what they want—the banned can-can. (The dance was as shocking to Parisians of the time as it apparently was to Mr. Khrushchev in Hollywood.) Frank Sinatra plays her lawyer-sweetheart; Maurice Chevalier, a permissive judge; and Louis Jourdan, a new member of the court who falls in love with the dance-hall lady. Unfortunately Miss MacLaine is not a first-rate dancer and her elaborately naughty numbers are almost ludicrous. There is no real Paris-of-the-nineties flavor, and the whole thing is big, brash, and banal. Leading players: Shirley MacLaine, Frank Sinatra, Louis Jourdan.

Adults	15-18	12-15
Matter of taste	Sophisticated and pretentious	No

**Comanche Station**—Columbia. Direction, Budd Boetticher. Randolph Scott bargains with the Comanches for a captive white

woman, hoping she is his wife who was taken ten years before. But he finds that he has on his hands a pretty and spirited young woman whom he must return to her husband. They are involved in a series of typically harrowing adventures. Leading players: Randolph Scott, Nancy Gates.

Adults	15-18	12-15
Routine western	Same	Mature

**Conspiracy of Hearts**—Paramount. Direction, Ralph Thomas. This story, whose facts could well be true, deals with the rescue of orphan Jewish children from a Nazi internment camp by Italian nuns under the leadership of a dedicated mother superior. One of the high points is the Jewish religious ceremony that the nuns arrange to be held within the Catholic monastery itself, for the children's benefit. However, treatment of the material, although sympathetic, is light. Lilli Palmer's emotional range as mother superior is limited to one note—that of pleasant graciousness. Shockingly dissonant in this touching, three-handerchief film is the brief dialogue between the nuns and the emaciated children. Abruptly the picture's curtain of tender sentiment is torn apart to reveal real horror. Such outrage is too deep for tears and demands comparable depth of dramatic treatment. Leading players: Lilli Palmer, Ronald Lewis, Sylvia Syms.

Adults	15-18	12-15
Subject matter	Mature	Mature
will possess great appeal		

**The Fugitive Kind**—United Artists. Direction, Sidney Lumet. This play by Tennessee Williams, said to be his favorite, is about the sensitive "unfits" of modern life whose very humanity makes them prey to the violent and sadistic. Marlon Brando, a kind of modern Orpheus, rejects his former night-club existence and descends upon a small town with his guitar and snake-skin jacket. He gets a job in a local store run by Anna Magnani, who is under the corkscrew thumb of her cruel, crippled husband. She falls in love with Mr. Brando, and his compassion is their undoing. Vainly fluttering around him is another member of the "fugitive kind," a young girl who has become a mocking caricature of herself through her rebellion against the ugliness and prejudice around her. Joanne Woodward is graphic in the role. Miss Magnani plays herself, and Mr. Brando exudes his familiar virile magnetism plus an enigmatic inner dignity. The direction is sensitive but limited. Leading players: Marlon Brando, Joanne Woodward, Anna Magnani.

Adults	15-18	12-15
Interesting; definitely a matter of taste	No	No

**Ikuru**—Brandon. Direction, Akira Kurosawa. Again the director of *Rashomon* turns out a notable film, though it is less visually beautiful and violent than the former tale. A municipal worker has for thirty years been chained to his job to provide security and comforts for his son and, later, his son's wife. When the old man learns he has an incurable disease he turns to his children, but they are so preoccupied with their own affairs that they will not listen. With only six months to live he starts to find out what life is about. A writer entices him into some of the Japanese night spots, but they seem unreal and ultimately unbearable. The vitality and kindness of a young working girl then attract him. Her joy in making toys for children reminds him of a plea made to the city by a group of mothers. He goes back to work knowing what he has to live for—a park for children. After his death the story of how he created the park is told in brilliantly pieced flashback. The acting of Takashi Shimura, as the old man, is sensitive and dignified. Leading players: Takashi Shimura, Miki Odagiri.

Adults	15-18	12-15
Excellent	Mature	Mature

**Heller in Pink Tights**—Paramount. Direction, George Cukor. This elaborate, offbeat western farce-drama describes the efforts of a traveling theatrical troupe to bring "culture" to the West in the days of Bonanza and other famous mining towns. (Their productions of *Helen of Troy* and *Mazeppa* are gems of travesty.) Sophia Loren, the girl in the pink tights, is rather a handicap, however. Her theory that her womanly charms can buy her anything she wants keeps getting the troupe in hot water. They flee from the sheriff, cross deserts, get ambushed by Indians, lose their bright red circus wagons in a snowstorm. At length romance subdues Sophia's antics as she realizes she cares for the quiet leader, Anthony Quinn, who has loved her all the time. Leading players: Anthony Quinn, Sophia Loren.

Adults	15-18	12-15
Matter of taste	Offbeat western	Too sophisticated

**Man on a String**—Columbia. Direction, André de Toth. An elaborate counterespionage melodrama, based in part on Boris Morros' *Ten Years a Counterspy* and produced by Louis de



Rochemont with his customary skill. Ernest Borgnine, as a Russian-born Hollywood producer, buys his father's safety behind the iron curtain by collaborating with the Soviet Bureau of Intelligence, then becomes a counterspy for the U.S. There is much cryptic business as secret agents sit behind intricate machines in hidden offices where revolving tapes record distant conversations. Tension mounts as Mr. Borgnine, under suspicion, is called to Moscow. Just when it seems to reach the breaking point, a strange calm settles down, and the audience participates in a casual tourists' sight-seeing tour of Moscow. After this "break," tension increases again, and we are back in the story—a subtle, unusual device for "mood cutting." Leading players: Ernest Borgnine, Kerwin Mathews.

Adults 15-18 12-15  
Good Good but mature

**The Mountain Road**—Columbia. Direction, Daniel Mann. Based on the novel by Theodore White, this World War II film attempts to show how destructive power may corrupt the man who possesses it. A major (James Stewart) in charge of eight members of the American engineer demolition team has been ordered to delay the advance of the Japanese by blowing up installations and supplies. He is forced to take along with his party a Chinese officer and a beautiful Chinese widow, in anguish over the plight of the fleeing Chinese people. Infuriated by the murder of several white men by deserters from the Chinese army, he orders an entire village destroyed by bombs. Although he is immediately sorry for what he has done, the Chinese woman cannot forgive him and leaves the party. The film is too superficially treated to be a psychological drama, and James Stewart contributes little to his role. Leading players: James Stewart, Lisa Lu.

Adults 15-18 12-15  
Disappointing Mature Very mature

**Oklahoma Territory**—United Artists. Direction, Edward L. Cahn. An Indian chief gives himself up to the law when "framed" for a killing. A fair-minded attorney, discovering that the chief has been duped by political land grabbers, works to reverse the conviction. Good plot; tried and true presentation. Leading players: Bill Williams, Gloria Talbot.

Adults 15-18 12-15  
Western fans Western fans Western fans

**Operation Amsterdam**—20th Century-Fox. Direction, Michael McCarthy. When the Nazis begin to overrun Holland in May 1940, London's war office plans a daring mission in cooperation with Dutch authorities: to spirit industrial diamonds out of the country and thus hamper German armament construction. With fourteen hours to complete their mission, an army major and two Dutch civilian diamond experts slip into Holland from a destroyer. The creating of terrifying suspense out of politely normal business routine, as well as more violent tactics, makes this understated, purposeful tale a real thriller. Excellent acting and direction. Leading players: Peter Finch, Eva Bartok.

Adults 15-18 12-15  
Good Good Tense

**The Peacher's Daughter**—Robert Baker and Monty Berman. Direction, George Pollock. Julie Harris, Tim Seely, and the Abbey Players have a fine Irish romp in this comedy about an overly mothered lad. He grows up suddenly when put to the test by the rascally connivings of his sweetheart's ne'er-do-well old father. Leading players: Julie Harris, Tim Seely.

Adults 15-18 12-15  
Lively, well-acted Irish comedy Mature

**The Subterraneans**—MGM. Direction, Randal MacDougall. To savor life a young author, a college graduate and Olympic athlete, ineffectually tries his hand at many trades. He is supported by his mother, who is proud of his college record but critical of his aimless drifting. In a San Francisco beatnik haunt he meets a girl, equally purposeless and deeply neurotic, and finds her instantly appealing. Their relationship heals her sickness briefly but leads to further distraught involvement for the boy. Only when she knows she is pregnant and sees some reason for life does the boy realize the value of marriage. This is a well-acted, wordy piece that attempts to delve into beatnik psychology. Every generation of youth claims the right of rebellion, but adults may well ponder the significance of this one. Leading players: Leslie Caron, George Peppard.

Adults 15-18 12-15  
Thought-provoking if followed by discussion, with skilled leadership

**13 Fighting Men**—20th Century-Fox. Direction, Harry Gerstad. In a post-Civil-War western a group of men and one woman plot to secure a large supply of gold guarded by a loyal Union captain. The money was to have been paid out to war spies. Now that the conflict is over, it is the captain's duty to escort these treasury funds, and a government agent, to a safe northern area. An effort to balance good and evil on the northern

and southern sides results in diffuseness. Leading players: Grant Williams, Brad Dexter, Carole Mathews.

Adults 15-18 12-15  
Routine western Routine Routine

**This Rebel Breed**—Warner Brothers. Direction, Richard L. Bare. Crowded into a grade B shocker is every kind of antisocial and depraved behavior in which big city high school racial gangs might conceivably indulge: beatings, killings, dope pushing, terrorizing, and illegitimate pregnancies. School authorities apparently know nothing about what is going on among the students, but several dedicated policemen work hard to break up the gangs and aid some of the unfortunate. This subject needs an incisive, documentary approach and deeply felt, honest treatment. They are completely lacking here. Leading players: Rita Moreno, Mark Damon.

Adults 15-18 12-15  
Poor No No

**The Threat**—Warner Brothers. Direction, Charles R. Rondeau. A trigger-tempered detective pushes people around in a thoroughly unattractive way in his attempt to find out who has been threatening to kill him. His untidy love life nearly trips him up, but in the end the hardhearted lone wolf is forced to face a fact or two about human needs. A cheap, tasteless fourth-rater. Leading players: Robert Knapp, Linda Lawson.

Adults 15-18 12-15  
Trash Trash Trash

**Three Murderesses**—20th Century-Fox. Direction, Michel Boisrond. This amoral French farce opens with a worm's-eye view of madly dancing feet at a wedding reception. The low opening angle is symbolic of the action, as a complacent husband permits his pretty bride to flit about her lover, a Don Juan who also is juggling love affairs with two of her girl friends. Tired of his fickleness, the three girls plan to murder him, but their attempts miscarry ludicrously. An attractive young cast; uneven production values. Leading players: Alain Delon, Mylene Demongeot, Pascale Petit, Jacqueline Sassard.

Adults 15-18 12-15  
Matter of taste No No

**The Time Machine**—MGM. Direction, George Pal. Based on H. G. Wells's science-fiction story, this picture has a theme to which history gives chilling pertinence. Against plush, pleasantly civilized mid-Victorian settings a young scientist discovers how to travel through the fourth dimension, time. Eager to escape the Boer War, he pushes the lever of his machine and the years race past his windows until they reach 1914. Disillusioned and frightened by the bombs dropping around him he shoots forward into 1940, only to find bigger, more powerful bombs. Chilled, he catapults on through thousands of years into an age when the few passive survivors of surface-dwelling men are enslaved by grotesque underground cannibals. From here on the film loses power, perhaps because of the inevitable blonde or the getup of the white-haired monsters. Leading players: Rod Taylor, Yvette Mimieux.

Adults 15-18 12-15  
Provocative but uneven science-fiction

**Valley of the Redwoods**—20th Century-Fox. Direction, William M. Whitney. Two prospective customers give Redwood Lumber Company a thorough going-over. They are supposedly checking the dependability of delivery, but their real motive is a payroll robbery, with detailed plans worked out by a company secretary, her fiancé, and a professional safecracker. The plot is well executed, but the treatment is routine. Leading players: John Hudson, Lynn Bernay.

Adults 15-18 12-15  
Routine crime melodrama Poor Poor

**The Would-Be Gentleman**—Pathé. Direction, Jean Meyer. This is the first of what, it is hoped, will be a series of traditional Comédie Française plays to be recorded on film in Paris. The photographed play is an exquisitely acted, charmingly colored reproduction of Molière's classic comedy-ballet, *Le Bourgeois Gentilhomme*, about the antics of a wealthy member of the seventeenth-century middle class who aspires to be a gentleman. He engages a series of elegant fops—dancing, music, and fencing masters, a philosopher, and a tailor—to educate him in the ways of the aristocracy. Through the "influence" of a parasitical, impoverished gentleman he is able to entertain a countess. Rejecting his daughter's loved suitor, a plain soldier, he goes into raptures over a Turkish nobleman who requests her hand—and never learns that the titled bridegroom is actually the soldier in disguise. The play is almost three hundred years old, but its status seekers and setters seem familiar indeed. A carefully produced picture that demands and deserves some understanding of the great French playwright and his age. English titles. Leading players: Louis Seigner, Georges Descrières.

Adults 15-18 12-15  
Excellent Interesting Yes



**THE MAGIC OF BRINGING UP YOUR CHILD.** By *Frances R. Horwich*. New York: McGraw-Hill, 1959. \$3.95.

The magic lies in "Miss Frances'" own wide knowledge and profound understanding of children, and it's a magic you can learn to apply to the fascinating job of bringing up your own child. For Dr. Horwich has the skill to communicate her wisdom and warmth by means of the printed page as effectively as she does from the television screen in *Ding Dong School*.

Frances Horwich is an expert on child guidance and a teacher of broad and rich experience. Small wonder, then, that thousands of parents write her every week, asking questions about their children. Because the answers to these questions will be helpful to other parents, Dr. Horwich has gathered those most frequently asked into this welcome book. Read through the first few pages, and you'll see at once that Miss Frances has the same understanding of parents as of children, that she is just as resourceful in solving the problems of adults as in meeting the needs of children.

Here are some of the questions: Are all babies dictators? How can we help a child walk and talk? What qualifications should we look for in a baby-sitter? Do children need toys that make a lot of noise? How can we teach a child to put away his clothes? Why does our son say "I can't" when he really can? Should we always answer a child's questions? How can we help a child do well in school?

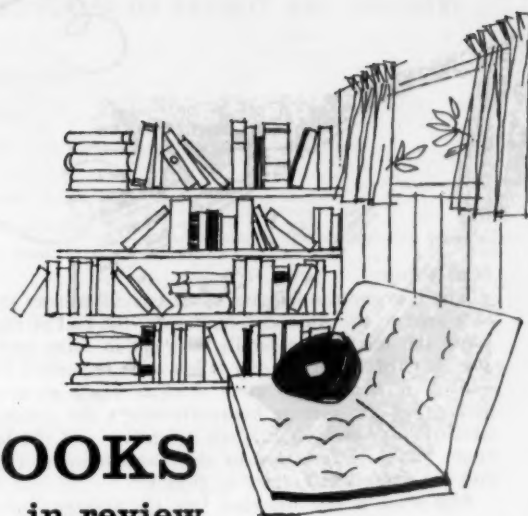
You're sure to find in the list many questions that have been bothering you. You can be sure, too, of an answer you can rely on—for if anybody knows, it's Miss Frances.

**HOW TO HELP YOUR CHILD LEARN.** By *Beatrice M. Gudge*. Department of Elementary School Principals and the National School Public Relations Association of the National Education Association, 1201 Sixteenth Street Northwest, Washington 6, D. C. 50 cents.

This friendly, informative, entertaining booklet is a morale booster for parents. It assures them that they're not out of a teaching job when that small, important person who is their child takes off for the world of school. It answers the gnawing question, "What goes on in school?" and the perplexing one, "Is there something I could or should be doing to help my child learn?"

Since the booklet is sponsored by the Department of Elementary School Principals, its invitation to parents to join the teaching team is virtually official. After years of being warned not to confuse children by trying to teach them at home, parents may be surprised at the invitation. They're being invited, however, to *supplement* the professional teacher's work, not to take it over or duplicate it.

The educational tasks of home and school are clearly differentiated. What the school is trying to do and how, from kindergarten through the sixth grade, is described subject by subject. The description of the school's aims and efforts in each learning area is followed by a list of practical suggestions on what parents can do to reinforce and extend the school's teachings or spark the child's desire to learn. Many parents will be delighted to find they have been doing just what they should be doing. Others, once intimidated by the old hands-off policy, can now stop being afraid of interfering. Every parent will find this important "how to" manual refreshing and stimulating. And since home-school cooperation depends on teachers as well as parents, it is recommended reading for teachers too.



## BOOKS in review

**EMOTIONAL PROBLEMS OF ADOLESCENTS.** By *J. Roswell Gallagher, M.D.*, and *Herbert I. Harris, M.D.* New York: Oxford University Press, 1958. \$3.50.

"Although adolescents have problems," the authors remind us at the beginning of their book, "the adolescent boy or girl is a *person*, not a *problem*." It is, therefore, the individual youth, even more than the problem, that needs to be understood by parents, teachers, ministers, doctors, counselors, and others interested in his welfare. This book provides the information from which understanding develops.

The authors are well qualified to offer counsel on adolescent guidance. Dr. Gallagher is chief of the adolescent unit at Children's Hospital in Boston and a lecturer on pediatrics at Harvard Medical School. Dr. Harris serves Massachusetts Institute of Technology and Children's Hospital as a psychiatrist.

These doctors start from the widely recognized psychological principle that the role of the adult is not to protect adolescents from all adversity but to understand and guide them and give temporary assistance when disturbing difficulties arise. To this end the authors discuss the problems that are urgent during the teen years. The three most urgent are gaining recognition and prestige, adjusting oneself to the sex drive, and acquiring independence. Then come religion, death, conflict between parents, fallen heroes, and other grave matters bewildering even to adults. The treatment of every topic is always comprehensive, clear, and eloquent of the attitude the authors so warmly recommend—understanding.

Most readers will close this book feeling not merely informed but reassured. The authors tell us that not more than 10 per cent of adolescents are even briefly handicapped by their conflicts. On the other hand, we are led to recognize that through an informed awareness of young people's problems, we can help prevent more serious difficulties, such as mental illness and delinquency.

Dear Editor:

There is one time of day when television is an invaluable asset to the American housewife—the end of the day when the rest of the family is ready to relax and she, already tired, is starting one of her more important duties, nourishing her hungry crew. And as much as she may disapprove, the average housewife allows the children to watch television. Certainly the advertiser and the broadcaster know this, judging by the bombardment of cereal and toy commercials aimed at Junior.

And what is this harmless fare the average American child watches five evenings a week? *Popeye*, *The Three Stooges*, Abbott and Costello, cartoons and more cartoons. Harmless? Possibly as a once-a-week diversion. But five evenings a week an army of American children are being subjected to unclever nonsense and humorous sadism.

Every morning one of the brightest, most clever programs on television for any age is presented for the benefit of the preschool child only. *Captain Kangaroo* teaches, amuses, is not pretentious. The children love it. A program like this should be rerun at a time to benefit all our nation's children.

MRS. S. STUART CHAPMAN

Pittsburgh, Pennsylvania

Dear Editor:

Although I'm not in total agreement with all your TV evaluations, I do agree with you on most.

There is one program you have not yet reviewed which, I believe, should be in the same category as *Shock Theatre*, or lower. I believe *Twilight Zone* to be just about the worst program on TV. I would never watch it and would never consider letting one of my children see it.

MRS. DALE ANKNEY

Lapwai, Idaho

Dear Editor:

Here is a copy of a letter I have just sent to CBS.

Dear Sirs:

According to the P.T.A. magazine's evaluations of TV programs *Lassie* is listed as "worthwhile for the whole family." Fine, but that was a September 1959 evaluation. There have been several Sundays when I would agree with it, but something has happened lately. For at least two Sundays the ethics have slipped.

I refer to February 14 and February 21. On February 14 we saw Mr. Martin being told by a federal inspector to kill his animals. The actions that followed showed Timmy, his father, and that undaunted *Lassie* all to be lawbreakers. February 21 presented our children another handy set of ethics: The Martin chickens are found dead, so Mr. Martin accompanies his neighbor, who is carrying a gun to help make their point to the third neighbor. What kind of lessons are you trying to teach?

My husband and I feel that the *Lassie* story should get out of heavy drama and into happy boy-dog episodes. Can't *Lassie's* love for Timmy be shown without all the adult terrors—and without lawbreaking on the part of the hero?

MRS. RICHARD F. VANDERVEEN

Grand Rapids, Michigan

Dear Editor:

Please continue your *Read-aloud Tales*. This one page "cinches" the *National Parent-Teacher* as an all-round family magazine. Thank you for all your good offerings, and especially for this newest page for the whole family.

MRS. HAROLD BLOOD

Potlatch P.T.A.

Potlatch, Idaho

Dear Editor:

As a high school student I enjoyed Herman E. Krimmel's article "Teen-age Drinking in Modern Society." I believe Mr. Krimmel hit the nail right on the head. Perhaps if more students realized "the thinking behind drinking" there would be fewer heartaches.

PAMELA OTTO

Tucson, Arizona

Dear Editor:

Your timely article in the March *National Parent-Teacher* entitled "Teen-Age Drinking in Modern Society" came at the moment when this has been the subject of serious discussion in our family of two teen-agers and one elementary-age child. We can hardly wait to see what the older two will think of Mr. Krimmel's next article.

Our teen-age daughter feels she owes her A in public speaking to P.T.A. publications. Her prize talk was based on the article "Is There a Morals Revolt Among Teen-agers?" and the pamphlet published by the National Congress, *What P.T.A. Members Should Know About Juvenile Delinquency*.

MRS. ROBERT T. ADAMS

President, Thirty-second District

California Congress of Parents and Teachers

Lafayette, California

Dear Editor:

One of our main concerns today seems to be to give our children security. With this I have no quarrel. But I believe we ought to give a little thought to what we mean by security.

Security seems to have taken on new overtones; it now connotes comfort, conveniences, even luxuries. Many of us who were raised during the depression can remember lacking many comforts, and probably necessities by today's standards, but it had nothing to do with our feeling of security. We accepted the fact that life was a struggle, and like our parents we learned to take disappointments in our stride.

If there is ever to be a world worth living in, without the threat of nuclear disaster hanging over the heads of families everywhere, we must imbue our children with courage—the kind of courage it takes to examine the world without fear, to study new ideas, to evaluate them by their own highest standards, to accept what is true and reject what is false. If we do not, the world their children will inhabit will be unimaginable.

Concord, New Hampshire

MRS. RICHARD COLTER

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*National Parent-Teacher*

700 North Rush Street, Chicago 11, Illinois



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